

## Brighton diary

### Norman's conquest

Louisa, on Friday on the terrace of Brighton's Grand Hotel, Norman St John-Stevens is building out the remaining success of his speech on the education debate at the Conservative Party conference. Colleagues, delegates, such persons close to Mr. St John-Stevens, and the Conservative Party's education spokesman, Gordon Brown, have with congratulatory and "absolutely super".

From inside the lobby a thin voice is heard piping: "Will Mr Rhodes Boyson please come to reception?"

"Trying to get back into the act," murmurs Mr. Boyson. But the redoubtable doctor never entered through the door of the grand hotel. He sprang from the lift and found Mr. St John-Stevens, who had been spoken to by the Chief Whip about his latest escapade with the public, waiting for him in the lobby.

He had been forced to sit in silence on the platform while Norman St John-Stevens, as party spokesman for education, skillfully while putting the plish, tish to any talk of a split between them. "My loyal Rhodians," Dr. Boyson, to whose flair and energy I may tribute this morning," he declared to wild applause, (Compliments afterwards declared whether the stego direction "My hand on Rhodius's shoulder here" had been written into his script.)

The Colossus of Rhodes seemed ready to have arrived at the status of extinct volcano without over having passed through the intervening ministerial stage, sitting grey and rock-faced with

However, it may have seemed to the delegates, the making of Conservative educational policy does not of course happen during conference debates. Nor, it now appears, have any of the back-bench committees, National Advisory Committee, Central Office, or the working parties set up by St John-Stevens himself had a large influence on policy as set out in his speech.

The real thinking and decision-making has been going on in a series of ad hoc meetings held in Norman St John-Stevens's home in Montpellier Square. His working room shadow cabinet has included members of his team of spokesmen, local authority associations and back-bench committees—whichever cared to consult.

It was in Montpellier Square that a decision to reject the Waddell 16-plus exam proposals was hammered out, and that opinion hardened in favour of the growing bandwagon for N and A levels instead of the Schools Council's N and F proposals.

It was here that the education committee people from the local authorities were warned that it would be wise to back-track from only the occasional rumble and severely a flash of fire.

In a way, of course, the only member of the party who has been threatening the position of the chief education spokesman at the recent months, but it seems that they were not only routed but thoroughly disarmed by the speech. Nicholas Winterman, secretary of the disaffected back-bench committee, and a declared Boyson man, afterwards helped superlatives on Norman's performance and declared his position assured.

"It was a Rhodes Boyson speech, delivered with the finesse of St John-Stevens." The real finesse of it, of course, was that it was not a Rhodes speech at all. Norman St John-Stevens did not commit himself an inch further than he had ever intended, but with his blend of good stories and shared all their preoccupations. These, apart from one or two well-

## Shadows in the drawing room

any acquiescence in the present government policies on EMAs or the making of higher education funding. Not only Mrs Thatcher dead against the maintenance grants for sixth-formers, it was pointed out, but it was a great mistake to put yourself to any such policy in advance of a Conservative return to power.

The first meeting in Montpellier Square in the summer, in fact, was held expressly to help keep the local authorities in touch with party thinking, and it was after this that the ACC and AMA referred back the EMAs proposals, and the ACC changed their mind about supporting EMAs—a subject on which they had in any case been having second thoughts.

That meeting also came at about the time Mr St John-Stevens was having little local difficulties with his back-bench committee and his number two, Rhodes Boyson. It was so successful that several more have been held, on his own election home ground, which clearly have

done no harm at all in helping him restore his ascendancy over the party's warring education factions. John Horrell, chairman of the ACC education committee, has been a regular attendee. Not so Malcolm Thornton, his counterpart in the AMA, which led to some ill feeling when Thornton publicly accused the national party of being out of touch with local administration. He felt that Thornton is a new boy with a lot to learn who could benefit from more advice.

However, the exchange of opinions in SW7 has been very much two ways, particularly on exams. (Neil Scrivens, chairman of Birmingham education committee, is said to have put in an interesting paper.) When the Waddell report came out at the end of July, Rhodes Boyson was all for rejecting it straight away. Norman St John-Stevens was more cautious and said initially that though he was not against the idea of a joint 16-plus in theory, he would want to be convinced that standards would not be

lowered. He says now that he is very impressed by what the local authority people had to say again.

That was at the last get-together, at the beginning of September, when the N and F proposals for broader curriculum and curriculum were also discussed and framed. Though Norman St John-Stevens is not yet committed himself in public to anything beyond the pledge to agree a line with the more evolutionary compromise solution of N and A levels.

Though something like this idea has been long discussed, N and A got its first public and authoritative backing at about the same time as an article in the TES by a triumvirate of heads, Michael McCrum, Keith Turner and George Wiles, and at the end of the month the Rhodes Boyson endorsement. The Montpelier Square mafias were not working in cahoots with the public school heads, however. In fact, one or two of them "didn't get in first".

The lesson of his triumph was evidently not lost on that other academic bastion of the right, Professor Julius Gould, who was to be seen later assiduously making himself known to the education spokesmen. Perhaps next year?

## All together now...

The ritual of the standing ovation at a Conservative Party conference owes something to spontaneity, and a certain amount to skilful stage management.

Norman St John-Stevens won his unequivocally on all counts, but Professor Max Beloff, the first man to bring the audience to its feet during the education debate, received a more skilfully rehearsed tribute.

Professor Beloff, principal of the Independent University College at Buckingham and a recent convert to the party, was making his first appearance at a Conservative conference, but his oratorical style was polished and effective. He brought down the house with his cry for a pledge to abolish the Schools Council within a week of returning to office, and the CNA, too, if they couldn't stop the polytechnics teaching social agitation instead of industry.

Photographers closed in and some of the audience rose as he returned, shaking with emotion, to his seat near the front of the hall. The three education spokesmen, presumably not quite so impressed, stayed in their seats but Lord Thorneycroft, chairman of the party, mistimed his moment and leapt to his feet. Often standing, he could see that the audience were not all with him and he came down again, but by that time the delegates had taken their cue and rose. Keith Thompson and Rhodes Boyson, who stood to applaud and, finally, Norman St John-Stevens.

The bobbing up and down was given. Max Beloff had his standard ovation.

## Little secrets

William van Straubenzee, MP, was one man at Brighton who was only too happy to comment on the Labour Party's latest attack at his conference on the charitable status of independent schools.

Mr van Straubenzee was junior minister at the DES when Mrs Margaret Thatcher was Education Secretary. Four years ago he caused a considerable stir with his announcement at a prep school legal conference that he took secret legal steps while in office to safeguard charitable status against socialist attack. He is a solicitor and Mrs Thatcher an expert in tax law, and together they had ensured that any Labour government which tried to crack down on preparatory and public schools would find the task very difficult.

Lyons and the Goodman report on charities seem to have proved him right so far though, try as they might, no one has yet discovered what the secret steps were.

Last week, he was sticking to his story. "It was quite a little thing," he said, "and it could have been unravelled if now."

## Next week

Philip Payne on how falling rolls offer a chance to improve standards.  
Michael Church on a semiotic analysis of television.

# THE TIMES Educational Supplement

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## Right in principle: now for the details



Mrs Williams and Philip Halsey, a DES Under-Secretary, launch the paper

Mrs Williams's White Paper on the single system of examining at 16-plus could hardly have appeared at a worse time: an election campaign which already seems to have been running for months looks like going on for four or five more. Led by Mr Norman St John-Stevens, the popular press has immediately interpreted the proposals as a recipe for falling standards. Only *The Guardian* and the *Financial Times* could be said to be favourable. *The Times*, putting confidence as the prime aim, believes the practical difficulties in the way of executing the change will outweigh its desirability in principle.

The press reaction is important because credibility depends not on research validation or statistical magic, but on the unsophisticated reliance placed on the examination by the world at large. In that sense, the not necessarily justified prestige of the General Certificate of Education is positively undermined by the existence of the less highly regarded Certificate of Secondary Education. To bring the two examinations together into a single system is an obvious response to the unification of secondary school institutions under the comprehensive banner. The same overlap between courses and curricula which called in question the continued separate existence of grammar and modern schools, has produced the overlapping standards of the upper grades of CSE and the lower grades of GCE. The secondary schools can see

quite clear advantages in entering pupils from a wide range of ability in the same examination. If a single instrument or group of instruments can be devised which is sensitive enough to discriminate over a wide range and still do justice at both ends of the spectrum. As the preliminary studies examined by the Waddell report show, there are some subjects in

which a single all-purpose examination seems possible; others in which there will have to be separate or supplementary papers for more or less able pupils, reproducing within the framework of a single system some of the characteristics of the present GCE-CSE divide.

A very great deal will depend on how much pressure is put on the new examine-

tion boards to restrict the supplementary papers to a minimum—how far such papers are regarded as an opportunity to encourage high standards and broader curricula rather than a regrettable, anti-comprehensive concession to the elitists. It is only too easy to see how the political desire to bring as much as possible under a single umbrella could cause syllabuses to be trimmed to the limitations of a single exam. If this were to happen, the shrill fears of the Opposition would be justified: the new exam would become a depressant force, and encourage mediocre teaching and learning. One unwelcome side-effect of the actual process of changing over will be to enhance, temporarily at least, the influence of the examination experts. Their quest for efficient and cheap marking systems will speed up still more the movement towards multiple choice papers with potentially deplorable backwash effects.

Because there are these manifest dangers does not mean the Secretary of State is wrong to move forward: there is plenty wrong with the status quo and a unified structure makes a lot of sense. But it does mean that there are still a great many important decisions to be taken at many levels and that these must be closely and sceptically observed. The most significant development to come out of the past two years' discussion of the Schools Council's original plan is the strong role now given to the central co-ordinating body.

Continued on page 2

## This week

### Quick and simple

Harry Judge suggests a quick and simple way to reform the 16 plus examination system: bring in N levels now and create a flexible Diploma of General Education as a visa for mandatory awards page 2

### After the verdict

Not everyone in Ripon is sorry that the local authority lost to the Government in the first High Court decision over the Government introduction of compulsory state comprehensive education page 7

### Central control

Local authorities have been warned that if they don't continue to support bodies such as the Schools Council and the National Foundation for Educational Research, the Government will step in and take them over page 6

### Helpful blow

Shropshire schoolchildren are to help identify and solve some of the particular needs of disabled people. Some of their ideas so far include a "hand-dryer" alarm clock and an automatic alarm switch to alert bedside help page 11

### Empty eighties

Philip Payne, Rick Rogers and Joan Wells contribute to three pages of articles on the issue of falling rolls page 17-19

### Undesirables?

The number of black pupils at white prep schools in South Africa has risen sharply since the Government first permitted that the enrolment of black pupils at white prep schools should be permitted. The Government's attitude of the present administration "seems" to be "undesirable" page 12

## Off the road

Two theatre companies which no longer need to tour, thanks to residences at the University of York and at Birmingham page 20

## Unguided youth

The Manpower Services Commission is refusing to recognize the new City and Guilds "qualification" for jobless youngsters in the Youth Opportunities Programme page 8

## Ten priorities

A 10-point declaration of the priorities for education throughout the country page 28

## Extra: craft, design and technology



## IQ testing in science survey rejected by watchdog group

by Bob Doe

The Assessment of Performance Unit's plan to include intelligence tests or questions to parents about pupils' social backgrounds in the national monitoring of standards has failed to get the backing of the watchdog committee set up to represent the public interest.

The consultative committee is also unhappy about the unit's plan to monitor children's social, moral, political and religious attitudes and behaviour, though its meeting this week stopped short of actually condemning the plan.

The plan for intelligence testing came from the science monitoring group which wanted some indication of whether achievement in science was due to science teaching or to pupils' own innate abilities.

This had the backing of the unit's main policy-making coordinating committee, but was condemned as "unjustified and undesirable" by the committee of experts set up to advise the unit on statistics and research methods.

This week the consultative committee sent back this proposal to the science group asking it to think again. It also reiterated its view that thought might be given to collect information about conditions and resources in schools, if it was not acceptable to question parents as the science team wished.

After a long debate on the exploration of petasol and social development, the committee seems to be ready to decide against continuing this work. In the event, however, postponed further discussion until the next meeting in February to enable the teachers

representatives to consult their colleagues.

Dr Harry Sample, of Nuffield College, Oxford, the chairman, said his reading of the committee's mood was that it was against monitoring of this kind on principle.

There have always been serious doubts about both the practicability of government monitoring in such a sensitive area as well as whether it constitutes an invasion of privacy or even an infringement of civil liberties.

The Assessment of Performance Unit takes the view that it is credible; it is to monitor all aspects of schooling or risk being accused of only narrowly concentrating on the books. But that view has never been accepted by the consultative committee.

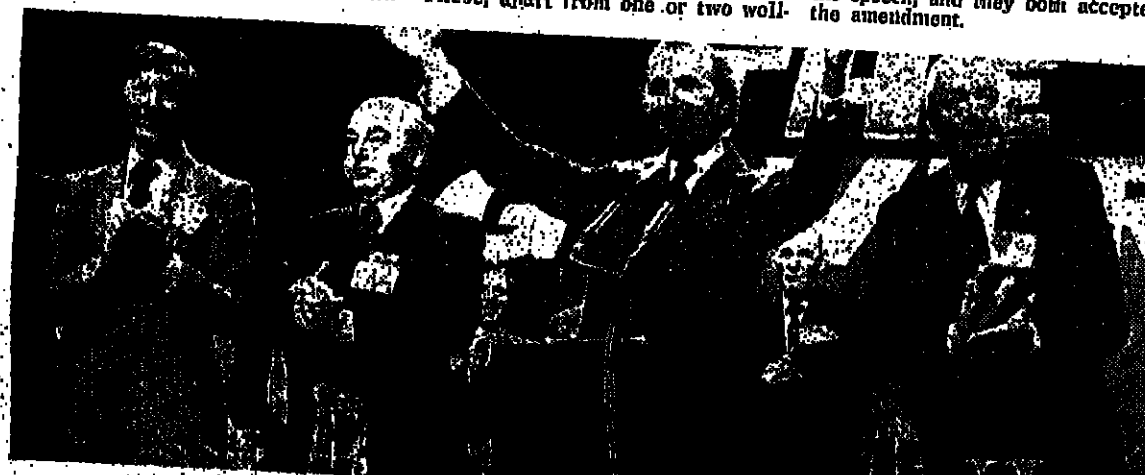
Professor Jack Wrigley, from Reading University and a member of the committee, said that had a vote been taken, the committee would certainly have voted against a continuation of this work.

The work done by the group set up to analyse the personal dimensions of schooling was excellent, but he did not believe it had a place in government monitoring. Not only was it an invasion of privacy, it raised the remote possibility of state control.

The committee was only being asked for support for a continuation of this exploratory work and to suspend judgement on the principle involved until it had been shown to be practical. But it seemed to have been unwilling to do even this.

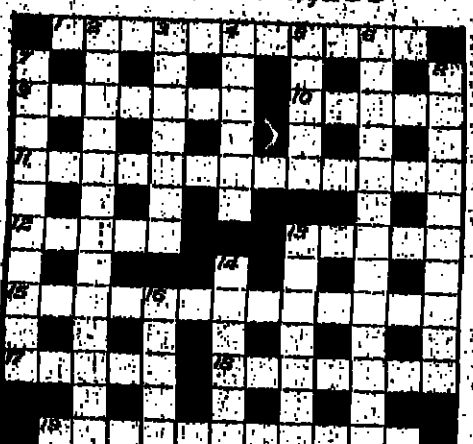
## No comment

"Working Alone—The Child's Guide to Independent Study" is a valuable for the teacher as well as the child. It is a step by step guide to the child. From a publisher's information leaflet.



The full standing ovation to be should be done. Keith Thompson (left), Rhodes Boyson and Lord Thorneycroft show how. Norman St John-Stevens receives the cheers of the faithful.

## Crossword No 1,155



Across  
1 No good with some of her wanderings (10, 5)  
2 Nature of federal republic (7)  
3 The wicked man who sits (10, 5)  
4 The cross of time (10, 5)

Down  
2 Requires to doubt but momentary calm (7, 5)  
3 See 10  
4 Gravelly, crumbly on fall (6)  
5 Stoney passage for a small canoe (8)  
6 It was a famous intelligence cross (5, 5)  
7 Topical viewpoint of sea (5, 5)  
8 Even descent (7, 5)  
9 A more exact with a good deal to it (7)  
10 Reason for old-fashioned writer (6)  
11 Factory vegetation (5)

Continued on page 2

## Chess

White to play open position. With a pawn on e4, White has a strong position. Black's king is in the center, and White's king is on e1. White's queen is on d1, and Black's queen is on d8. White's rook is on a1, and Black's rook is on a8. White's bishop is on c1, and Black's bishop is on c8. White's knight is on f1, and Black's knight is on f8. White's pawns are on e4, d3, c3, b3, a3. Black's pawns are on e5, d6, c6, b6, a6.

(a) An interesting innovation: Black's king is in the center, and White's king is on e1. White's queen is on d1, and Black's queen is on d8. White's rook is on a1, and Black's rook is on a8. White's bishop is on c1, and Black's bishop is on c8. White's knight is on f1, and Black's knight is on f8. White's pawns are on e4, d3, c3, b3, a3. Black's pawns are on e5, d6, c6, b6, a6.

(b) A very interesting speculative sacrifice that is, however, necessary since if 10... P-B2, 11... P-B3, 12... BxKt, 13... BxR, 14... BxR, 15... BxR, 16... BxR, 17... BxR, 18... BxR, 19... BxR, 20... BxR, 21... BxR, 22... BxR, 23... BxR, 24... BxR, 25... BxR, 26... BxR, 27... BxR, 28... BxR, 29... BxR, 30... BxR, 31... BxR, 32... BxR, 33... BxR, 34... BxR, 35... BxR, 36... BxR, 37... BxR, 38... BxR, 39... BxR, 40... BxR, 41... BxR, 42... BxR, 43... BxR, 44... BxR, 45... BxR, 46... BxR, 47... BxR, 48... BxR, 49... BxR, 50... BxR, 51... BxR, 52... BxR, 53... BxR, 54... BxR, 55... BxR, 56... BxR, 57... BxR, 58... BxR, 59... BxR, 60... BxR, 61... BxR, 62... BxR, 63... BxR, 64... BxR, 65... BxR, 66... BxR, 67... BxR, 68... BxR, 69... BxR, 70... BxR, 71... BxR, 72... BxR, 73... BxR, 74... BxR, 75... BxR, 76... BxR, 77... BxR, 78... BxR, 79... BxR, 80... BxR, 81... BxR, 82... BxR, 83... BxR, 84... BxR, 85... BxR, 86... BxR, 87... BxR, 88... BxR, 89... BxR, 90... BxR, 91... BxR, 92... 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## Beware the hidden heart of meditation

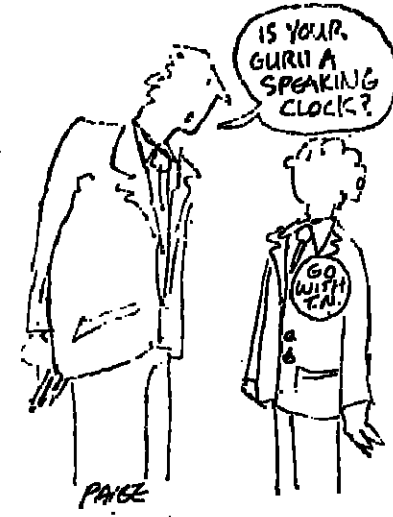
Schools were warned last week that transcendental meditation (TM) is no more than Hinduism in disguise. Although by efforts, some successful, to introduce the practice into schools and colleges, the Association of Christian Teachers says many people think TM is merely a self-improvement technique, particularly as publicity about it steers clear of any religious indication.

Yet it is obvious from the books of the Maharishi, the modern guru of TM, that he regards it as "fundamentally a form of religious programming, a back-door entrance into Hindu belief."

Over 1000 Britain receive instruction every month. They include priests, nuns, teachers and lecturers, Anglican vicars, doctors, MPs and diplomats, the ACT claims.

Some universities are offering courses, multi-national companies (notably Unilever) are planning pilot projects; even the prestigious Millfield School has organized a course and with the school chaplain's blessing.

Air Brian Gaskell, deputy head of the 1,100-pupil Somerset school where fees now come to £3,000 a



PAGE

year, said this week that the school did put on a course for the sixth form about 18 months ago.

"One of our parents with three children at the school, Dr James Firth who practises here in Street, is a great advocate of transcendental meditation and he approached the head. He came about once a week for a term. About 30 sixth formers took part and another 30 showed interest. I don't think the impression some would not have minded going on with it."

Transcendental Meditation. Send stamped addressed envelope to ACT, 47 Marylebone Lane, London W1.

Bert Lodge

## Ulster nursery plan 'not enough' for huge demand

A Government plan to more than double the number of nursery school places in Northern Ireland has come under attack from groups which claim it will still not do enough to meet the huge demand for pre-school education.

The plan set out in a White Paper, *Policy and Objectives*, proposes to raise the number of nursery school places from 4,225 to 10,650 within five years. It also wants playground places to rise by 6,847 and the number with registered child minders by 2,308.

Although the increases appear large, they must be seen against the low level of current provision. A discussion document issued by Lord Melchett in July last year showed that only nine of every 10,000 children in Northern Ireland had places in day nurseries compared with 169 in every 10,000 in England. Only 447 in every 10,000 had any form of pre-school experience. The equivalent figure in England was 1,152.

Moreover, the plan represents a scaling down of existing targets. A Department of Education circular

in 1974 envisaged the provision of 18,000 new nursery school places within 10 years.

Lord Melchett has often admitted that the preschool picture in Northern Ireland is bleak, but in last year's discussion document he emphasized that expansion must be seen in the context of continuing economic and public expenditure.

The White Paper makes no reference to the financial position, but it outlines a policy in which economics are much to the fore. It suggests that building standards might be relaxed, supports the policy of converting spare accommodation in primary schools rather than erecting separate nursery schools, emphasizes the role of voluntary bodies in establishing playgroups and respects as too costly the idea of purpose-built all-day care centres.

*Play Care and Education for the Under Fives in Northern Ireland. Policy and Objectives*. Department of Health and Social Services, Child Care Branch, Donaghadee House, Upper Newtownards Road, Belfast.

## Use OU for more in-service courses

Much more use could be made of the Open University to provide in-service training for teachers, Dr Keith Hampton, vice-chairman of the Conservative parliamentary education committee, told a meeting of teaching staff at Surrey University this week.

The modern techniques of the university used with traditional instruction in, say, local colleges, could provide training much more cheaply than could local authorities.

## Correction

Mr Robin Bachechey is chief executive of East Sussex County Council, not West Sussex, as we stated in a leading article last week.

## Labour looks to youth policy

A special committee is to be set up to formulate a Labour Party youth policy in time for a general election. It will consist of Labour MPs on the education and science sub-committee of the Labour Party National Executive Committee and representatives of Labour Party youth groups.

The committee is expected to start work in December and to report early next year. It will look at topics such as education and training of 16 to 19-year-olds, youth unemployment, recreation,

and the organization of the youth service.

The Labour Party is well behind the Conservatives in this move to produce a youth policy. Early this summer a Conservative study group set up by Mr Norman St John-Stevas, the Shadow Education Secretary, reported a policy document called "A Time for Youth".

The document turned out to be controversial. Among its suggestions were political education in schools, a youth council, and a Minister for Youth.

## Village schools go under microscope

Research into the English rural primary school begins this month at the University of Aston. It is being funded jointly by a grant of £49,000 by the Departments of Edu-

cation and Science and the Environment.

The two-year project is being directed by Professor Richard Whitley and Mr Fred Joyce.

to his pride that is coming. "It seems unfortunate when plans of several months' standing are changed for the better of those whose inexperience has caused a notice over your signature to be null and void."

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He will need resilience, too, to cope with those members of the common room who discover the morale of the school is low and who feel constrained to report this fact to the head. The man who bears those evil tidings does so with a reluctance that completely fails to cloak the satisfaction he feels. The underlying implication is once again that the head is not on top of the job. "Morale," "discipline" and other intangible elements are easily manipulated by a number of staff who wish to spread gloom, and if a head takes such reports seriously, he will take years to his life unnecessarily.

So what sort of men and women want to expose themselves to this curious blend of unconscious nightmare and well-aimed dagger? If there is one common denominator, it is stamina. All other qualities, however desirable, are secondary to this. Without stamina, the head will go under in the face of continuous demands on his energy and challenges to his sanity. With stamina, when it comes to the point it is the most likely to lack.

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## Mrs Williams spells out precautions to ensure exam standards will rise under the GCSE

# Public confidence at a premium in 16-plus changes

by Bob Doe

The Government, while giving the go-ahead this week for the merger of O level and CSE in a new common 16-plus exam to be called the General Certificate of Secondary Education (GCSE), emphasized the need to maintain public confidence in exam standards. This would be done by:

● Drastically reducing the number of examining bodies and preventing teachers from having a majority on them.

● Keeping a degree of central control of 16-plus examining through a new central coordinating body on which a broad range of interests would be represented.

● Putting off the date for introducing the new exams until preparations have been completed.

Mrs Shirley Williams, Education Secretary, expects these precautions to ensure that exam standards will rise rather than fall. They mean, too, that while Made 3 school-based exams can continue, they will do so under much more stringent conditions.

Announcing her decision to back the common 16-plus system, Mrs Williams said there was considerable concern about the way children had to be selected for different CSE or CCE courses at the age of 13 or 14. Some schools did not offer both, and at secondary schools rolls began to fall. It would no longer be feasible to operate separate groups in many schools.

In a common system children can prove their ability without being artificially squeezed into one channel or another.

The Government's White Paper broadly accepts the proposals of the Waddell Committee for a seven-grade single level exam system aimed at about 60 per cent of the ability range.

The new system, it says, will be simpler for schools because they will not have to work with more than

one exam board and because pupils will follow closely related courses, the more or less able have to be set.

The Waddell report adopted this suggestion to ensure that in subjects like maths the full range of abilities could be tested within a single system. The less able would be able to take an exam specially designed for them in which it was not possible to obtain above, say, a grade 4.

The present 22 GCE and CSE boards are given a deadline of July 1979 to reorganize themselves into four or five territorial groups of boards into which they are eventually expected to sink their identities as far as 16-plus exams are concerned. The GCSE boards would continue to examine at A level and the CSE boards the CEE.

One of these regions will be Wales, where the Welsh Joint Education Committee already acts as both GCE and CSE board. Another is expected to be formed by the Manchester-based Joint Matriculation Board and the five northern CSE boards. Midlands, London and South East and South and West territories have also been named. Each must contain at least one GCE and one CCE board.

How these new examining authorities will operate—whether, for instance, the boards within them will work together or separately on the development of the new exams will be left largely to them. The cost of research and development will, however, almost certainly force them to collaborate.

But the White Paper lays down that each examining authority should have a senior body responsible for the oversight of its operations.

This body should be representative of the main interested parties, including in all cases the teachers employed within the examining authority's territory, the local edu-

cation authorities for the relevant territory, the universities, non-university higher education, further education, employers, trades unions and parents. No one of these interests should have a majority.

Each of these territorial authorities must offer a full range of board exams to use school-based assessment. But the authority must ensure that all such exams and assessments meet the national criteria to be laid down centrally by a new coordinating body.

The senior body of each authority must also approve every exam offered by its board, because a common form of certificate will be used for all exams carried out under its auspices. This means that

final acceptance of any exam will rest with a body on which teachers will not have a majority.

Nor will teachers have a majority on the new body to be set up to provide national coordination of the 16-plus. Mrs Williams made it clear this week that she did not regard the Schools Council, even in its reconstituted form, as sufficiently representative of all those with an interest in examinations.

But the coordinating body may be chaired by the council's chairman, Mr John Tomlinson. Schools Council staff will also be involved in the actual work of checking on the comparability of standards and devising common criteria for syllabuses and examining.

The White Paper says this coordination is necessary to ensure

comparability of standards throughout England and Wales.

Publicly known criteria should be established to ensure that syllabuses in important subjects have enough in common and of relevance to subsequent education or employment to enable the grades awarded to be accepted with confidence.

At least one board-based syllabus should be provided by each authority in all commonly taken subjects together with board-based assessment.

The Government accepts the Waddell Committee's view that while the new system may be more expensive to start with the costs eventually will be outweighed by savings on administration.

The White Paper also says the Government recognizes that begin with the new system will make additional demands on teachers. The Secretary of State will take this into account in setting the starting date for its introduction.

Mrs Williams made it clear that she regarded the Waddell Committee's target dates of 1983 for the completion of new syllabuses and 1985 for the first exams as desirable, but she is unwilling to commit the Government to them until she is certain that wrangles over the establishment of different exam authority areas have been settled and the coordinating body has been set up. That should be done by the end of next year.

The White Paper says: "The Government are determined that preparations should be carried forward without delay. But 'they want to be sure that sufficient development work can be satisfactorily completed in good time before finally authorizing the introduction of the new system'."

Single system at 16-plus. A White Paper. Not yet available from HMSO because of an industrial dispute.

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## Older teenagers lose job race

More school leavers are finding jobs but this may be at the expense of older teenagers. Careers departments in some parts of the country are reporting that they have as many or more unemployed under-20s as last year.

Department of Employment figures issued this week recorded a drop in school leaver unemployment in Great Britain to 76.57, which is 54.284 fewer than last month's yearly peak. Only about 1,000 more leavers have this month gone into the Youth Opportunities Pro-

gramme, which is still hanging fire with a total of 36,000 of its target level of 180,000 youngsters. So it seems that about 53,000 have found jobs since last month.

Last year the total of jobless leavers fell over the same period by 53,600—many of whom went into the temporary government programme—from a total of 92,600.

This week's meeting of the Manpower Services Commission's programmes board was told that the drop in leaver unemployment was very uneven.

## Assess—Don't Guess NEW PRIMARY READING TEST

Norman France.

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The Primary Reading Test is an easily administered, standardized test of reading comprehension. It provides the teacher with a standard Age Score and a Reading Age for every pupil.

It is group administered and involves the use of picture recognition and sentence completion. Level 1 can also be orally administered as a simple Word Recognition Test. Please note that separate tables of Norms are available for Scotland.

The Primary Reading Test will be published in November 1978 when specimen sets containing pupil material (levels 1 & 2) and the Teachers Guide will be available on approval for 30 days. To obtain a specimen set, please complete the coupon and send to the address shown.

Please send me a specimen set of *Primary Reading Test* (when published)

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School .....

Address .....

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## PERSONAL COLUMN

### John Rae Talking heads

Smith publicly expelled him. The rebellion was stillborn.

The club under the caecum is no longer an option. Nowadays, at our most optimistic, we believe in the sharp word of command will bring the restless animal to heel. At our most pessimistic our commands go unheeded, our jokes fall into a bad of groans, order disintegrates before our eyes. In the midst of anarchy it is an anarchy recurring nightmare.

If the public humiliation troubles the head's unconscious, it is seldom a waking reality. Threats to a head's sanity come from less blatant, more subtle challenges to his authority. The classic challenge is the letter, anonymously marked "Headmaster, Confidential", that is found on his desk or on the table in his hall when he returns from a visit elsewhere. Such letters have a habit of arriving when he is at his most careworn. He lifts the envelope with a sinking heart. That "Confidential" is a bad sign.

The letter will be from a member of staff who would normally call on him by his Christian name. On this occasion, however, it is "Dear Headmaster". Another bad sign. The tone of the letter strikes a skillful balance between courtesy and criticism. The headmaster has to read it twice before he can decide whether he has been insulted.

"It was more than a little sad," said a letter which probably began, "to hear that you had reversed your decision." This note of regret does not disarm the reader, who knows the sort of blow

to his pride that is coming. "It seems unfortunate when plans of several months' standing are changed for the better of those whose inexperience has caused a notice over your signature to be null and void."

That is a nice touch, discreetly suggesting that the head is not in control of the situation. Warnings also lurk between the lines. "This cannot but lead parents to wonder at the efficiency of the school. It will become increasingly difficult to attempt to teach boys non-specialist English if the exams are to be treated in this cavalier fashion."

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## ... but all may hang on election result

The Government's decision in favour of a centrally-controlled common 16-plus exam was widely welcomed this week by teachers, associations and the Schools Council.

Other organizations, though generally in favour of it in principle, were cautious about how it would work in practice. Some exam board chiefs believed that its immediate rejection by the Tories could mean the little progress could be made until after the General Election.

The Schools Council, which suggested a merger of O level and CSE in 1976, said it would produce a more coherent national system more clearly understood and trusted by parents and employers.

Mr John Tomlinson, the chairman, denied that he was disappointed that a new coordinating body would be set up rather than entrust the job to the reorganized Schools Council.

He expected a strong professional voice on the coordinating body from teachers, advisers and inspectors. They ought to be able to agree on 60 to 70 per cent of what ought to be common to all the boards' syllabuses, and on the important principles to be observed in all examinations.

The National Union of Teachers' spokesman, who said the new standards guaranteed by the new central coordinating body linked to, but not under, the Schools Council.

Mr Alan Bell, Liberal education spokesman, also attacked Mr Norman St John-Stevas for playing politics with the exam system. The Conservative spokesman was too anxious to redeem himself in the eyes of Dr Rhodes Boyson, he said. Continuation of separate CSE and

as advantages of the new GCSE.

It believes, like the Association of County Councils and the TUC, that the new system will lead to improved standards.

The union wants the Secretary of State to "convey a sense of urgency" to those responsible for reorganizing the 22 exam boards into four or five new examining authorities. Teachers should be allowed to get on with preparing new syllabuses and assessment techniques quickly.

The exam boards generally regard the July 1979 deadline for this reorganizing as feasible, given goodwill on all sides. But Dr Frank Wild, secretary of the Cambridge GCE Board, wondered how seriously negotiations could be undertaken before a general election in view of the apparent rejection of the plan by the Tories.

Dr P. Andrews, chairman of the Standing Conference of CSE boards, was angry that the common 16-plus exam was being used as a political football. "It is greatly to be deplored, particularly in view of the importance of the Waddell Committee who recommended it," he said.

Mr Alan Bell, Liberal education spokesman, also attacked Mr Norman St John-Stevas for playing politics with the exam system. The Conservative spokesman was too anxious to redeem himself in the eyes of Dr Rhodes Boyson, he said. Continuation of separate CSE and

GCE exams would not benefit pupils, schools or employers.

Also in favour of the common 16-plus exam were the Assistant Masters and Mistresses Association (AMMA), the National Association of School Masters/Union of Women Teachers, the National Association of Headteachers (NAHT) and the Association of Teachers in Further and Higher Education (ATFHE).

Mr Peter Smith, assistant secretary of AMMA, warned that pupils not covered by the exam must not be allowed to become "the forgotten children" of the system.

A spokesman for the headteachers' association said that "the vast majority of secondary schools are weary of a dual system wasteful of time, manpower and money." The exam tail had wagged the education dog for too long.

NATFHE is concerned about "the lack of regard for the requirements of further education" in the new exam. It would expect more notice to be taken of further education values in the development stage.

With quite large numbers of mature candidates for O level in further education, the association believes the name of the GCSE will inhibit those over school age from taking it. They want it changed.

It also regretted the absence from the White Paper of any commitment to extra money for in-service training and recruitment of staff. It said it was certainly necessary to develop the new exams.

With any certainty. The differences in syllabus and in the emphasis given to such things as oral work made it impossible to make value judgments about the standards of one board in relation to the others.

Given the diversity of teaching methods and course content in British schools, which demand the in syllabus diversity of approach, the variety of methods of examination, the variety of board-based standards varied on every available criterion would there be any possibility of reorganizing standards?

The O level French study—the latest of a series carried out by the GCE boards—said that only if board standards varied on every available criterion would there be any possibility of reorganizing standards?

Report on the interboard cross-modulation study in French, O level. The Oxford Delegation of Local Examinations, Ewert Place, Summertown, Oxford, OX2 7BZ.

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## Reading 360 The Ginn Reading Programme

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## Open plan: it's a myth it always means permissive

by Bob Doe

Open plan primary schools are not necessarily "progressive" or "permissive" according to Professor Neville Bennett of Lancaster University. They use a wide range of teaching styles as conventional schools.

"It may surprise many," he writes in *Aspects of Education*, the journal of the University of Hull Institute of Education, "that independent rather than cooperative or team teaching is more prevalent in open plan and that there is an obvious concern with basic skills." The article is based on questionnaires sent to every primary school that has been designated "open plan" by local authorities.

The most popular way of organising classroom is what he calls "skills and skills", basic being taught in the morning with creative and topic work in the afternoon. This pattern is followed by 45 per cent of open plan junior classes.

Teachers in open plan schools are equally divided on their needs. About a third prefer to teach in the morning with creative and topic work in the afternoon. This pattern is followed by 45 per cent of open plan junior classes.

Professor Bennett found overwhelming agreement that teaching in such schools was more of a strain, requiring more planning and preparation. Heads and staff thought the curriculum they provided was wider and provided greater continuity, but there was general agreement that standards of work were lower than in conventional schools.

Pupils were said to be more independent and responsible and to benefit socially from open plan schools, but they were more distracted and there tended to be more discipline problems.

Open plan classes were said to be harder to keep tidy. Some local authorities even paid caretakers more because they were harder to clean.

*Aspects of Education* No 21 obtainable from D. G. Pritchard, The University of Hull Institute of Education, 723 Cottingham Road, Hull, HU5 2EH, price £1.50 including postage.

## UCCA explained

The Universities Central Council on Admissions (UCCA) has produced a booklet designed to explain its workings to schools and career advisers. This UCCA Business is available free to selected readers from The Universities Central Council on Admissions, P.O. Box 28, Cheltenham, Gloucestershire GL50 1HY.

## Entertainments

### NOVEMBER

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Students £0.50



Men and women together for the first meeting of the combined union. Left: the union's president, Mr Arthur Morgan.

Assistant Masters and Mistresses Association Conference, London.

## Stump up or state will take over funded bodies, councils warned

Mrs Shirley Williams, the Education Secretary, warned local authorities last week that if they cut their grants to major organizations such as the Schools Council or the National Foundation for Educational Research, central government would step in and take them over.

The warning comes shortly before Mrs Williams is due to meet the local authority associations which provide funds for six national organizations. The authorities recently announced their intention to carry out a fundamental review of the funding arrangements.

During the past few years, the Association of Metropolitan Authorities and the Association of County Councils have cut back their allocations to the organizations, sometimes with drastic results. For example, the National Committee for Audio-Visual Aids in Education lost £31,000 last year, effectively killing off its training department.

Planned expansion at the Further Education Staff College has been hit by a cut of £35,000. The NFER lost £11,000 last year and now does not have enough money in its kitty to start any new projects.

Mrs Williams's warning was delivered to the inaugural conference of the Assistant Masters and Mistresses Association in London. She said the review of funding could well be beneficial and she did not criticize the decision to investigate. "But I am bound to

## Odd-job teachers sweep out classes

Teachers in Barnet, North London, are mopping up desks, sweeping out classrooms and dusting the libraries. It takes too long to get the work done by anyone else.

They also change electric plugs, repair sports equipment, clean sinks, mend books, and do the oil painting and decorating.

The every-day life of the odd-jobbing teacher was revealed to the Assistant Masters and Mistresses Association conference last week by Mr K. E. J. Wiseman, of the Queen Elizabeth Boys School,

## Plight of the part timers under investigation

The Equal Opportunities Commission has granted £5,000 to the Assistant Masters and Mistresses Association to investigate the employment of part-time teachers.

The union has a hunch that part-time teachers are being treated unfavourably and that opportunities for jobs are disappearing. Questionnaires are to be sent out to 450 primary and 900 secondary schools, selected on a random basis, to find out the true picture.

The association will use nearly £5,000 of its own money to get the research off the ground. The work will be done by Mrs. Crown of Lancaster University's department of educational research, and a report is expected next year.

But now many authorities, faced with surplus staff because of falling rolls, have restricted the opportunities available.

the authorities for not spending all their allocations for education in the rate support grant. In 1976-77 spending was well short of the total expected by the Government.

Last year education underspent by nearly 3 per cent, or £150m below its allocation of £5,000m. Mrs Williams said it seemed likely that there would be underspending again, for the third year in succession, in 1978-79.

Authorities, she said, underspent last year by nearly £2m on books and equipment, £9m on school transport, £23m on discretionary grants to students and £13m on in-service training and induction for teachers.

The shortfall on in-service training was the most glaring. The Government described the greatest possible emphasis to it.

"It is vitally important that we make better progress on induction training; we are all aware of the complaints about young teachers unable to teach reading and about schools having the worst classes for the beginners. We all hear about young teachers who don't know how to keep discipline in the classroom."

"We all know that a proper system of induction is urgently needed. Yet in many areas the situation is slow to change. In many areas where we made the money available, where we had pilot schemes, nothing has been done."

Some authorities were more concerned to keep the rates down than to spend money on education.

## Union to act on biggest classes

During the conference debate on salaries, Roy Hildrew (Wiltshire) said teachers were disillusioned, resentful, bitter and had a sense of grievance. The resolution, which was overwhelmingly carried, called for a salary structure to reward teachers for their extra work.

Delegates also carried resolutions urging local authorities to improve their staffing ratios as pupil numbers fall, requesting them to cut down on size of classes in workshops and laboratories, and calling for one term's sabbatical leave for every seven years' teaching.

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## Plight of the part timers under investigation

The Equal Opportunities Commission has granted £5,000 to the Assistant Masters and Mistresses Association to investigate the employment of part-time teachers.

The union has a hunch that part-time teachers are being treated unfavourably and that opportunities for jobs are disappearing. Questionnaires are to be sent out to 450 primary and 900 secondary schools, selected on a random basis, to find out the true picture.

The association will use nearly £5,000 of its own money to get the research off the ground. The work will be done by Mrs. Crown of Lancaster University's department of educational research, and a report is expected next year.

But now many authorities, faced with surplus staff because of falling rolls, have restricted the opportunities available.

## High court judges back Mrs Williams on Ripon comprehensives

North Yorkshire County Council ruled on Thursday that its High Court challenge to a demand by Mrs Shirley Williams, the Education Secretary, that it rethink its plans for comprehensive schooling in Ripon.

Mr Justice Browne-Wilkinson ruled that Mrs Williams had a legal right to require the local authority to provide comprehensive education of a kind favoured by central government, rather than its own preferred scheme.

In July 1977 the council put forward a proposal for comprehensive reorganization in Ripon at Mrs Williams's direction. Its proposals involved retaining two separate schools—Ripon Secondary School and Ripon Grammar School—as comprehensives with a joint sixth-form college.

In August last year Mrs Williams informed the council that its proposal was "unsatisfactory" and asked it to submit substitute proposals for one large comprehensive school to serve the Ripon area.

The judge said the two divergent views were both "honestly and reasonably held". But he came down in favour of Mrs Williams's argument that the council was right in contending that she had no power to demand alternative proposals, the 1976 Education Act would be ineffective to enact its main purpose—to enable the Education Secretary to ensure progress towards implementing the comprehensive principle in education.

"To make the Act work," the judge said, "it is necessary for the local education authority's proposal to do two things—it must give effect to the comprehensive principle and it must be a proposal capable of being approved by the Secretary of State."

Mr. Bob Klison, an executive member, said it was more likely that there would be general disruption, including a refusal to do his duties or attend parent evenings.

The association's leaders were talking on the eve of the union's first annual conference in London. Mr Hutchings said salaries would need to be increased by up to 31 per cent to restore their purchasing power to 1974 levels. The teachers' pay claim will not be formulated until the New Year, but there was no question, he said, that the 5 per cent guideline could meet the decline in salaries.

The association's leaders adopted a more militant attitude than the delegates during a debate on salaries the following day. The new association is formed from a merger of the Association of Assistant Masters and Mistresses which has not gone on strike since the 1920s and the Assistant Masters, which last took action in 1970.

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## The happiest headmaster in town

At least one man in Ripon, North Yorkshire, was not sorry when his local authority lost to the Government in the first High Court test case over the introduction of comprehensive education.

Mr Joe Cooper (pictured above) head of Ripon Secondary School for the past five years, firmly believes that his school must be merged with Ripon Grammar School, a stone's throw away across the road.

At first, the county education committee agreed with the working party, of which Mr Cooper was a member, that the two schools should be merged into a single comprehensive. But parents said they wanted the schools to be separate comprehensives, with a joint sixth form. The local authority took due notice and submitted the two-school plan to Mrs Shirley Williams, the Education Secretary.

She turned it down, said it wasted resources and asked for now plus based on a merger of the two schools.

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her. She has just agreed to their proposal to change its Halifax schools to comprehensives by September 1981.

The DES says in a letter to the council that Mrs Williams still feels reorganization could have gone ahead two years earlier. She had decided to accept the 1981 date because of the "delay and uncertainty" that would result in a court action to enforce earlier implementation of a comprehensive scheme.

Mr John Ford, Conservative chairman of Calderdale Education Committee, said the council had stuck to the letter of the law even if it had not applied it with new enthusiasm. He did not want to change to comprehensive schools and if a Conservative Government came back to power, they would not be introduced. The date for reorganization of the Halifax schools is well after the latest possible date for a General Election.

Mr Cooper's counterpart at the grammar school, Mr Brian Stanley, was not available for comment.

A special sub-committee of the county education committee, authorized to give the go-ahead for an appeal, is ready to take a decision once its officers have considered the court transcript. A decision is expected within two or three weeks. Informal notice of appeal was given in court.

Ripon may have lost its first round with Mrs Williams, but another authority, Calderdale, in Yorkshire, has won a minor battle with

Wendy Berliner

## Does education widen the opportunity gap?

Schools are run by middle class people. So it's not surprising that middle class children continue to benefit more than their working class contemporaries. In this week's issue, our special SOCIETY TODAY section (a new, regular briefing for O and A level sociology students) looks at education and its effects.

Details of special schools rate from Jim Watts: 01-261 5382.

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# School to work



## Youth programme spurns C and G certificates

The Manpower Services Commission is refusing to recognize the assessment award national award which the City and Guilds is developing for the Youth Opportunities Programme. Instead, the commission will issue its own certificate to everyone completing the programme.

The commission is embarrassed, not to say angered, by the news, disclosed in last week's TES, that the City and Guilds is about to embark on pilot schemes for an "employment preparation award" involving an assessment award project work by the youngsters. On Monday Mr Geoffrey Holland, the commission's head of special programmes, said: "We are not about to introduce any form of certificate prepared for us by City and Guilds. We are going to have our own certificate which will record the achievement of the holder but not pass any judgment."

It will simply say what the young person has done and be signed by the sponsors.

Mr Holland said that his view—which is shared by many youth workers and teachers involved in the programme—remains that it would be wrong to set up a leaving certificate tied to assessment of performance in the programme. "We are dealing for the most part with young people who have consistently failed within the traditional system, and we do not want to create yet another opportunity for them to fail."

Mr Holland said that the commission was also not prepared to recognize the certificate which the City and Guilds is to offer adult supervisors working in the programme—based on a 75-hour training course in further education colleges. The commission was

already offering training to sponsors and their staff, and would encourage them to take it, but did not believe that a certificate was either necessary or desirable.

Mr Holland also strongly doubted rumours circulating among voluntary organizations involved in the programme that the commission was considering sponsoring an institute of certified youth supervisors. The commission, he said, agreed with those in the voluntary field who opposed any move to institutionalise supervisory work, and did not want to create a new profession and the programme's administrators.

City and Guilds' director general, Mr Harry Knutton, said on Tuesday that the institute would go ahead with developing the award despite Mr Holland's statement. Mr Knutton said: "We embarked on

the programme in response to pressure from the colleges and, indeed, from some of the commission's own regional organizations, who were impressed by the similar award we have developed for young people in the unified vocational preparation programme.

"We certainly don't want to fall out with the commission, and we won't persist if they appear implacably opposed to the idea; but there is clearly a public demand for an award of this kind and I think the commission will come round to accepting it in the end."

One of the two organizations involved in the pilot scheme, Task Force North, which is running a youth opportunities programme project for 450 young people in Preston, Lancashire, takes a similar view. Its new recruitment brochure urges youngsters to join the scheme

"and qualify for a City and Guilds employment preparation award."

Mr Harry Hughes, Task Force North's training director, says: "We think it's a splendid step forward—the youngsters need something like this to give them a fillip. We don't believe there is any risk of labelling anyone as a failure since we shall make a point of getting an award for every youngster who completes the course. The area office of the MSC at Sunderland know what we are doing and have made favourable noises."

But Mr John Cordrey, who runs the other project which the City and Guilds is hoping to use, the Littlewoods Organization, was experience scheme, said: "City and Guilds told us that the MSC was very keen on the idea. We shall certainly not cooperate if the commission objects."

## OECD ministers agree list of educational priorities Paris charter sets target for the West

Educators of the West unite—with the rest of the community to build a creative society and prosper. This is the call that has come from the first full conference of the West's education ministers.

The two-day conference, the first time the 24-nation Organisation for Economic Co-operation and Development's education committee has met at ministerial level, ended on Friday night with a 10-point declaration which is likely to become known as the Paris Charter.

It is a list of policy priorities on which the ministers—without any legal commitment—say they agree. It amounts to a strategy of close involvement with other groups in society to attack specific problems—social, racial and sexual inequality, unemployment—and to assert the positive role of education in the development and use of human resources.

The declaration states that its aims are not only efficient use of educational resources but also the maintenance of education "as one of the most important sectors in public budgets."

Although the conference was largely dominated by discussions of youth unemployment and the effect of cutbacks in the education spending of most governments, ministers differed on their determination to resist moves to use child education systems as instruments of crisis policy.

The communiqué, which accompanied the declaration, states: "Ministers concurred that education, which serves public aims, should not be consigned to a role of short-term external factors. It must be flexible enough, however, to respond to emerging social and economic demands."

Drafting of the final text of the declaration led to the kind of small-hours haggling more usually associated with matters of national survival and teachers' pay deals. The Swiss held out stubbornly against an attempt by the Norwegians to get the clause on assessment worded in a way which would hamper selective school systems. Agreement on a sufficiently innocuous compromise was reached at 5.30 on Friday morning.

But apart from this one external wrangle, there was little difficulty in agreeing on priorities among countries as diverse as rural Mexico,

Turkey, Iceland, Yugoslavia, and the West European and North American states.

Britain's Education Secretary, Mrs Shirley Williams, said at the end of the first day: "I knew that there were similarities in our problems, but I really did not appreciate until now the extent to which our own experiences in Britain are paralleled in nearly every country represented here."

Mrs Williams, who would have been invited to chair the meeting had there not been the possibility of an October election when the arrangements were being made, was particularly enthusiastic about the bold line taken by Mr Aaron Pais, the Dutch Education Minister, who presided instead. "I am not sure that I could have done it as well," she said.

Apart from its obvious value to ministerial morale and its effect on clarifying broad objectives, the

exchange of ideas and information will have direct and specific consequences on some countries' plans in the shorter term, said Mr Pais before leaving on Friday.

What he had learnt about American experience with community colleges was likely to modify proposals he was putting forward for action by his own government.

The United States representative, Education Commissioner Ernest Boyer, said, he too, had picked up some useful information. What Mrs Williams had told him about Britain's Youth Opportunities Programme might be fed into plans being drawn up under the new United States Youth Act.

It was unfortunate, perhaps, that Commissioner Boyer appeared to have come away from the discussions with the impression that the nascent Youth Opportunities Programme is already in its second year.

## The declaration

Here, in abbreviated form, are the 10 aims set out in the declaration:

1. To promote the continuous development of educational standards and to ensure that all young people are helped to acquire the basic competencies.

2. To develop schools as active communities which offer a stimulating environment contributing to the self-reliance, sense of responsibility, and cooperative spirit of young people.

3. To improve the professional preparation of teachers and to encourage them to take an ever more active and responsive part in strengthening the links between school and adult life.

4. To adopt positive educational measures which contribute to the achievement of equality between girls and boys, women and men.

5. To adopt positive measures to enable migrant workers and their children to profit more fully from training and education.

6. To adopt positive educational measures to promote equality for under-served groups such as the socially disadvantaged, immigrants, and the handicapped.

7. To ensure that any necessary procedure relating to educational choice, assessment and certification take place in such a way and at such a stage as to allow each pupil to develop his or her full intellectual and personal potential.

8. To help the young prepare more effectively for adult life and work by working towards the best possible balance between general and vocational education and encouraging the provision of opportunities for work experience during schooling.

9. To stimulate the development of more recurrent educational opportunities for young people and adults.

10. To facilitate the transition of young people to adult life and, in particular, to strengthen the contribution of education to solving the problem of youth unemployment.

(a) Endeavouring to give all young people an opportunity to obtain a viable vocational qualification.

(b) Expanding opportunities and providing appropriate means for unemployed young people to gain relevant training.

(c) Encouraging improvements in the structure of work.

## Campaign for resources

Voluntary youth organisations and the local authority youth service have got together to campaign for resources to enable them to do full out to help the young unemployed. They want either the Department of Education and Science or the Manpower Services Commission to give local authorities money for a coordinated educational programme for the jobless in which youth organisations would join.

Reports by Mark Jackson



Jennifer Jones, one of the award winners, with Oscar Hahn, director of GKN, and chairmen of the action committee.

## Super-courses for engineers dismissed as 'unnecessary'

At least one professional institution has already snubbed the four-year "enriched" engineering courses on which the first 62 national engineering scholarship students have been enrolled.

Mr Alex McKay, secretary of the Institution of Mechanical Engineers, said this week that the four-year courses was unnecessary. "Our policy is to raise the three-year course to a standard with good A levels."

At entry, this should then be followed by a further two years of experience in an engineering industry.

The institution could not support the view that the academic period should be extended just to accommodate a larger proportion of non-academic subjects. "These are best covered after the engineer has spent some time in a real engineering situation."

Only eight universities—Birmingham, Brunel, Cambridge, Imperial College, Manchester, Oxford, Queen's (Belfast), and Strathclyde—have been invited to establish the courses, which include some elements of the science of management and industrial relations.

They are part of the Government's effort to attract quality into British engineering. The other major innovation is the introduction of national engineering scholarships worth £500 each year for the duration of the course and tax-free.

The names of the first 62 scholarship winners, including three girls, were announced this week. The original intention was to award 100, and the money to fund this number had already been raised by indus-

try and the DES on a 50-50 basis. But Mr Oscar Hahn, chairman of the committee responsible for the scheme, said at a press conference this week that of 610 students eligible for the award, 223 had applied. But the interviewing committees had found only 62 worthy candidates.

Mr Hahn, a director of GKN, Keen and Nettleton, had already explained in an interview (TES, July 7) that in order to get the scheme moving this year's awards would be restricted to students already accepted on a special engineering course. Next year it would be nationwide. He repeated this week the qualities that would be sought.

"Successful candidates must be not only academically immaculate but also committed to both sides of industry—the professional and the human. We are not going to award scholarships to anybody who just has three or four A's at A level."

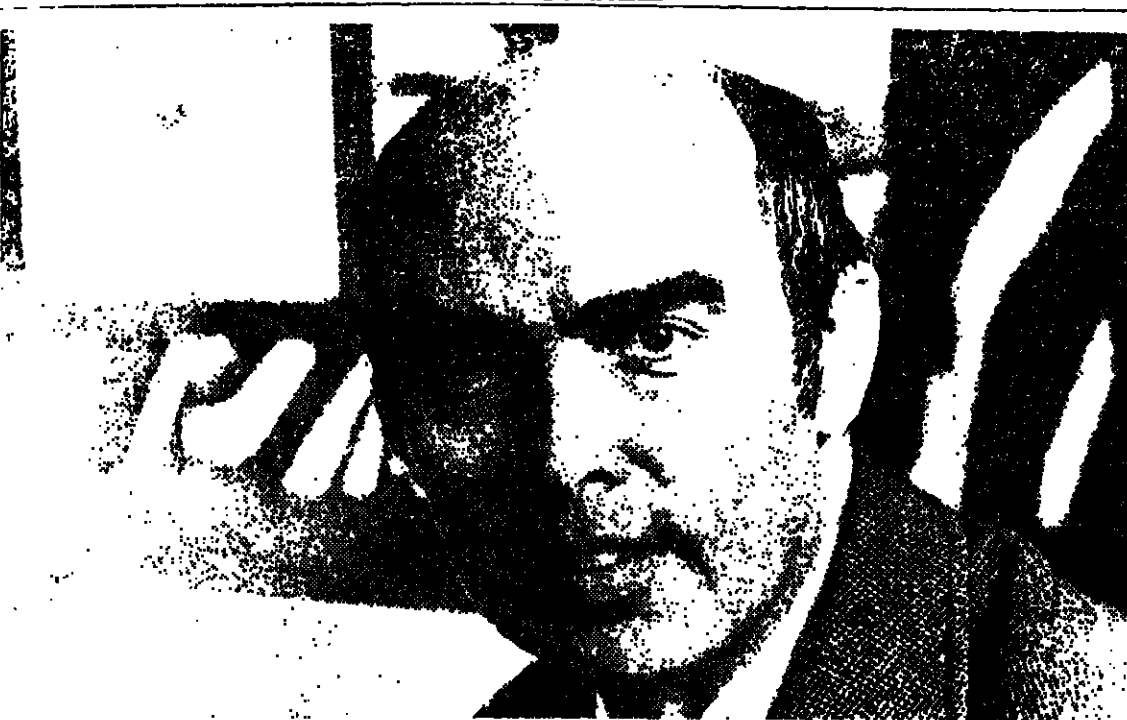
Mr Gordon Oakes, Junior Minister for Higher Education, said that 150 scholarships would be awarded next year. By 1984 some 15,000 students on any form of sandwich degree recommended by the Council of Engineering Institutions would be eligible to apply.

Scholarship holders already receiving some kind of bursary from a sponsoring firm may not receive their full £500. Under present regulations the maximum amount a student can receive from scholarships before the student grant is affected is £745.

The extension of voluntary aided education in Ealing at this time of

Bert Lodge

## PROFILE



Bernard Ashley: headmaster with four books under his belt.

## Head writer

by Caroline Haydon

Children who need the most help aren't always the most lovable. Take Ronnie, the sort of small, white-faced, dirty-handed child who sniffs as he shifts himself reluctantly from one classroom to another.

Ronnie likes poetry. "Bloody Poetry Time on the radio would be all right if he was left alone to his own thoughts. But there's always Miss Neame, asking him, in her special poetry voice if the words

"paint a picture". He sniffs. "Yeah," he says in a bored, resigned voice. She leaves him alone, turns to the more responsive ones.

Both Ronnie and Miss Neame are creations of Bernard Ashley, the south London headmaster whose latest children's novel, *A Kind of Wild Justice*, in which Ronnie is the unlikely hero, was published last week.

That is good news for teachers and others interested in children's novels who have already discovered Bernard Ashley's particular brand of sympathetic realistic writing, usually about the Rommies of our schools, the city children, black or white, growing up in a world where they often have more to think and worry about than schools and poetry time.

*Wild Justice* is his fourth book. His first, *The Trouble with Donovan Croft*, won him the Children's Rights Workshop Other Award in 1976, an award created especially for writers for not only literary but moral merit—books neither racist nor sexist.

Not that Bernard Ashley would dream of trying to put across "a message". But he will tell you a firmly held view, his intention. "He sees his stories as just good, readable stuff that is relevant, modern, believable."

He thinks there is room on the library shelves for poetry books and books of transient topics but he likes the experience of the nine or 10-year-olds they are aimed at.

*Wild Justice* is a thriller first and foremost. It is about a boy named Donovan, who is sent to a boarding school after the pleasure, maybe, that a child can take from it, someone understands a bit better with or without a bit of help.

His children are often misunderstood. Donovan, for instance, is an

electric mute, a West Indian child whose silence is taken for dumb insolence. Ronnie is withdrawn at school because his days and nights are haunted by a panicky fear that his back will be literally broken by the gangster mates of his Dad. He was, after all, there the night they came round and threatened to do just that if his Dad grapsed on them.

Ronnie knows teachers. He knows they are always trying to teach him to read with "infant stuff"; he knows if you sit long enough in sullen silence they will finally, in exasperation, tell you just what to do.

One reason why Ronnie comes across so convincingly is that Bernard Ashley is writing about his own teaching experiences. Born in Woolwich, South London, he served as a teacher after his national service, then taught in junior schools in Gravesend, Kent. He soon realized that the children he was teaching—those with special reading difficulties—did not have a lot of suitable material.

So he wrote some—something they wouldn't be ashamed to be seen going home with—then he moved on to the headship of a village primary school at Hertford Heath, near Hatfield. A year of further study followed at the Cambridge Institute of Education, where he looked particularly at the needs of black children.

He was soon head of a large multi-racial junior school in the London borough of Newham, and writing the odd short story or article, and some children's non-fiction.

Writing fiction, he jokes, was easier because it didn't require the research work of non-fiction. On closer questioning, however, it turns out that he has done a fair amount of research on the novels too. They are a pretty accurate picture of London inner city life, though what they say is as relevant to any large British city.

After the success with *Donovan Croft*, he followed up with *Terrapin* (1977), *Donovan and Terry* are now in Euffin paperback as well as hardback.

He is still teaching, not at Newham but at Chertsey Manor Junior

school London. Its catchment area is an old, large council estate. He has only had real trouble with a parent once, when a man he was attempting to stop swearing in a corridor hit him and broke his lower jaw. "He was Ronnie 30 years on. He had lived a violent life."

Bernard Ashley, his wife (also a teacher) and three teenage sons live in the area, so he knows parents at his school well. He bumps into them in the Co-op on Saturdays, sees them in the streets. "I think we sometimes forget there is a bigger world outside school," he says.

"We can be so much 'heads down' concentrating on the problem of learning that there are times when it is possible for us not to understand when a child isn't doing well."

There are, for instance, children who haven't problems quite as extreme as Ronnie's, but who come in on Monday, perhaps after a week-end when mother walked out, and sit tight-lipped and unresponsive.

Things have changed since he started teaching. "When I was in Gravesend I had one child in a class with one parent he was special. Now there is quite a large proportion of such children."

Discipline is harder, too, he thinks. Children are less ready to accept authority. The only thing to do is "remain calm, don't let the ceiling explain why such behaviour isn't acceptable."

He would like to see a change of attitudes about multi-racial education. "Multi-racial books" should be labelled and stored in a special place. We should see that our whole library, our whole approach, is consistent with the fact that there are black children in the classroom.

And children in Tunbridge Wells need to know about education for a multi-racial society as much as children in Bradford.

He still remembers the time he was walking a crocodile of children one way, when he met another coming towards him. They were nearly uniformed Home Counties children and it was those children who were enlarged and painted at black children in my line.

*A Kind of Wild Justice*, Oxford University Press, £2.95.

## More object to new C of E school in Ealing

Another group of Ealing teachers has voiced its opposition to the idea of a new Church of England secondary school in the London borough. The school population is now more than 25 per cent Muslim.

Most of the Ealing branch of the National Association of Schoolmasters and Union of Women Teachers, passed a resolution opposing the extension of voluntary aided education in Ealing at this time of

falling school rolls because it would adversely affect the existing education service. The NUT passed a similar resolution earlier this year.

The TES (May 19) reported parental backing for a C of E school to be located in what is now a comprehensive threatened with closure by falling rolls.

The move is feared by some officials of a play by white middle-class parents to create a school for their children which would include

few representatives of the large immigrant school population.

This would follow from the application of an admissions policy which would reserve places for Anglicans, other Christians, some non-Christians, neighbourhood children and those in special medical and social need in that order.

Ealing Education Committee has already voted to start talks with the London Diocesan Board of Education, the C of E body which would be responsible for the deal.

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- (a) consultation;
- (b) social services work;
- (c) pre-school children;
- (d) advanced clinical skills, e.g. work with families, educational therapy and projective techniques.

Closing date for applications, January 31, 1979. Further details and application forms are available from The Executive Officer (Training), The Tavistock Centre, 120 Belsize Lane, London NW3 5BA.

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## Sport

## New BEds fail to make the grade on PE

by Stanley Levenson

Teachers going into primary schools with BEd degrees have little or no training in physical education according to the Physical Education Association. It wants the DES to do something about it.

Last year, says an association study, only 72 per cent of BEd graduates going into middle-junior schools and 51 per cent of those for junior-infant schools had fewer than 30 hours' training in PE.

This 30-hour minimum was set in 1972 by the British Association of Advisers and Lecturers in Physical Education. It is supported by the PEA and other professional bodies.

Miss Lillian Groves, president of the Physical Education Association, has sent last year's figures to the senior chief inspector at Elizabeth House. She says that in many cases such PE training as exists is for first-year students who have no possibility of a feedback during teaching practice.

The association's argument is that physical education "is now recognised by most teachers and parents as important to the all round development of young children". DES to bring pressure on the "vitalising bodies to ensure that no intending primary teacher shall obtain a professional qualification without satisfactorily completing an appropriate course in physical education".

Miss Groves, who is head of physical education at the College of St Hilda and St Bede, Durham, says her association is not attempting to interfere in academic matters but it is necessary to make academic bodies understand that physical education is an important element in personal education. This is not an easy task, she says. Many universities see physical education only in terms of sport. She knows of two or three L.E.A.s which refuse to appoint primary teachers without the minimum physical education training, she says. If more authorities would do this, it would bring the pressure on the larger universities and colleges to mend their ways.



Sharron Davies: energy to spare.

## Top swimmers will fight for their schools titles

Sharron Davies, the Devon dolphin who has been the dominant figure in British swimming for the past two summers, still has enough energy to represent her district at the English schools championships in Eastbourne today and tomorrow. Davies, of Kelly College, Tavistock, who will be 16 on Wednesday, won a record seven titles at the national senior championships earlier in the year. She followed this with gold medals at both middle distances in the Commonwealth Games and did well to reach both finals in the higher competitive class of the world championships in West Berlin.

This weekend she defends her under-16 medley title and should have little difficulty in doing so. Cheryl Brazendale, Joy Beasley and Helen Glyver, the other girls who were at the two big summer games, will also be competing in Eastbourne together with several more who were only at the Commonwealth Games.

Miss Brazendale (Greenlands School, Blackpool) is out to retain her intermediate title with a challenge from Hayley Bartholomew (Miffeld), who was runner-up last year. Juliet Archer (Gorleston and Lintwood School, London), Linda Bousley, Joy's younger sister, and Kaye Levent (Leeds) will also be in the pool.

Joy Beasley, like her sister, a pupil at Barle School, Halesowen,

has won the backstroke title three times. Now, in the senior section, she clashes with Miss Glyver, the reigning champion from Miffeld School. It will be difficult for any other girls to get a look in. June Parry (Whitby County School, Eilansmere Port) continues to divide her time between track and pool. Already a schools athletics sprint champion, 13-year-old Miss Parry, the 1977 junior freestyle winner, tries her luck with the butterfly stroke at Eastbourne. Katy Archer, Juliet's older sister, was failed last year in her bid to win a hat-trick of butterfly titles. She is back again this year to have a go but in the senior ranks.

Ian Collins, of Miffeld, another Commonwealth competitor, won the intermediate backstroke in 1977. Now he switches to the medley in which one of his rivals will be Mark Sheldon (Beechenham, Kent), the junior four-stroke champion of last year.

James Pearson (Surrey), James Walker (Surrey), Chris Rushon (Lancashire), Spencer Pratt (Kent), Nigel Gledhill (Cornwall) and David Bryant (Gateshead) are 1977 boys' champions in action against. All races will be over 100 metres, but because the Leisure Pool is 33 metres long the medley will be over the average distance of 265 metres and the relay 4 by 65 metres.

## Badminton: Carrot for the under-14s

A trip to Villach, in Austria, is the incentive for the youngest of all schools badminton players, the under-14s, at the national championships in Danbury's new sports centre this weekend.

Those who catch the selectors' eyes will be in the team to go to Villach at the end of November for a tournament against other types from Austria, Holland, Yugoslavia, and West Germany.

The selectors start with a blank sheet. The leading players of last season have all graduated to the next highest age group.

## Gymnastics courses get under way

Courses in conjunction with the 1978-79 Little White gymnastics scholarships are being held this week and next at Lillishall National Sports Centre, near Newport, Salop. Each year this Midlands firm sponsors three separate weeks of girl gymnastics, during which the girls have personalised coaching from Britain's leading gymnastics coaches. The scholarship also gives each of them a period with a choreographer and a pianist, who help to develop their dance and floor routine techniques.

The aim of the scholarships is to give British gymnasts individual training which is similar to that practised in the Soviet Union and other Eastern block countries.

## Foreign students lose chance of grants in visa clamp-down

by Bert Lodge

At least 60 overseas students resident here for the past three years, a term which previously would have qualified them for a mandatory award, have this year been refused one.

This follows the circulation by the DES in January of this year of guidelines which allow local education authorities to consider each "three-year residence" case on merit, instead of paying out automatically as in previous years.

Students affected are those with conditions of stay or visa restrictions still on their passports. The National Union of Students says it knows of one student offered a place at Imperial College, London, this autumn to study electrical engineering. Although resident here since 1975 his visa restrictions were not lifted until July 1977 and his local authority is counting his obligatory three-year residence only from that date, thus disqualifying him from obtaining a grant before 1980.

Current mandatory awards are worth £870. Students living at home and £1,100 for those in hall or lodgings. For London students, this figure is increased to £1,315.

Fees of award holders are paid automatically. A consultative document is expected this month which will propose charging rich students from overseas the full economic cost of their course. The money

saved would be used to offset a series to poor overseas students. The average full economic cost of an undergraduate course at present is about £2,500 a year. For a postgraduate course this comes to £1,200. Although fees were raised last year, with costs for postgraduate courses, £650 for a graduate and £360 for a postgraduate, the 84,000 full-time students here from abroad are £125m a year.

Reaction to the proposals among university authorities here has been for the most part unfavourable. Ralf Dahrendorf, director of the London School of Economics, who has a large proportion of overseas students, dismissed the proposals as a letter to *The Times* as "bureaucratic nonsense". They assume total fee income would be unchanged, yet there was no grant for "rich" students would simply refuse to come here. Savings in public expenditure had already been accomplished by the "means test" fee increases of the last few years.

"Can there be any reason, other than an unhelpful preference for 'benevolent' government over international autonomy to interfere...?" he asked.

## Confused candidates quit the medical school 'minefield'

Shorn of places is not the only reason why each year hundreds of highly-qualified young people fail to get into medical schools, says the Secondary Heads Association.

Many are left stranded because of the different demands among the schools, apart from subjects and grades of entry.

To help candidates cross what the SEA calls "the medical minefield" it has produced a booklet showing the requirements peculiarities at the country's 31 medical schools.

It shows that while Southampton and the London Hospital welcome a candidate who spends a year doing something different between the sixth form and higher studies some London medical schools, including

those of University College, the Royal Free and Guy's hospitals, do not.

Charing Cross and St Thomas's accept students under 18 while St Bartholomew's will consider 17-year-olds on their merit.

Some medical schools may be favourably disposed to the science while others consider it a disadvantage.

The booklet, compiled from questionnaires completed by the medical school deans, is being sent to the association's 2,000 members. Additional copies cost £1. Entrance Requirements for Medical Schools. SEA, 29 Gordon Square, London, WC1.

SCOTTISH COUNCIL FOR RESEARCH IN EDUCATION  
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## Where alarm bells blow for the deaf

A link-up between three Northern schools and centres for the handicapped and elderly will have a very practical basis.

Diane Spencer reports

does not repeat the mistakes of the past in treating the handicapped as second-class citizens", he said when he launched the scheme in Salford last week. He would like other authorities to take up the idea.

Mr Morris chose Salford because he was inspired by the work of Mrs Mollie Barrett, head of the science department at the city's Walkden High School, which he visited last year. Mrs Barrett began to encourage her pupils to think of ways to help the handicapped when she read a letter from a deaf person to a local newspaper in the early 1960s. He wanted to find a way of waking up alarm clocks were obviously useless.

At first her pupils thought of an intermittent light adapted from a car flasher unit and wired to an alarm clock. An even better idea,

inspired by a pupil's birthday present of a hair dryer, was to attach the dryer switch to the alarm clock so it blew air into the sleeper's face—cold in summer, hot in winter.

A door bell for the deaf was another inspiration. A cardboard "bell" attached to an adapted advertising sign, swings like a pendulum and sits on the mantelpiece or television rocking to and fro when the door bell rings.

But the most successful gadget so far, in that it has gone into commercial production, is an alarm system to bring outside help for the elderly or disabled who otherwise want to remain independent. It works on a time switch that activates the alarm only if the person does not use the lavatory during a ten hour period.

At first Mrs Barrett and her

pupils thought of attaching it to the kitchen door, but this caused problems of fitting and false alarms in the shower was not safe properly. The Walkden High School has the device of batteries, Mexican pieces and bits of string has been strung into a small metal box which fits into the cistern.

An invention which never got on the drawing board, but which caught Mr Morris's attention and sense of humour was a "Kerb crusher".

Fearing how people in wheelchairs had difficulty negotiating pavement kerbs, one boy designed a chair with kerb crushing machinery attached to the front. After the kerb was severed and pulverised and safely negotiated, from the rear out popped a brush and shovel to clear up the debris. Roland Emmett is alive and well and living in Salford.



Walkden pupils demonstrate a gadget to help the old or disabled to turn taps off firmly as well as devices for the deaf, including a hairdryer, flashing light "alarm clocks" and a "doorbell".

## Drama courses take on a stronger role

## Road accidents are main killer of children

by Usha Rai

Almost 1,500 children under 15—most of them boys—are killed in accidents every year, the Royal Society for the Prevention of Accidents says.

Accidents account for almost one-third of all deaths of children aged one to 14. In 1976 almost 9 per cent of all accidental deaths in Great Britain were of children under 15.

While pre-school children were frequently involved in accidents not connected with transport, children over four years of age were mainly killed or injured on the roads as pedestrians, bicyclists or motor vehicle passengers. Many children were also injured at school.

The figures are contained in *Facts about Accidents* published by the society. One child in 56 under the age of five is killed or seriously injured by accidents or violence in any year.

The report refers to a 1965 Department of Education and Science survey which revealed that though there were no accidental deaths in schools, a large number of children were injured. The survey investigated all school accidents occurring within 10 local education authority areas of England and Wales which involved at least half a day's absence from school. It was found that 4,058 school children were injured—one out of every 205 pupils living in the area.

Most accidents occurred in playgrounds in spite of the fact that pupils spend only 14 per cent of their school time in playgrounds and 63 per cent in classrooms. Playing fields, gymnasiums and classrooms are other common accident sites. There were more accidents in classrooms and corridors and on staircases and steps than in domestic science and handicrafts rooms, laboratories and swimming pools.

More than 55 per cent of all accidental deaths of school age children in Britain in 1976 were due to transport accidents. Downed accounts for 12 per cent of

the deaths in this group. Falls accounted for 71 per cent of the deaths, fires and flames for 6 per cent and choking and suffocation for 51 per cent.

Thirty-seven per cent of the accidental deaths in the one to four age group in 1976 were due to road transport accidents.

The study points to lack of parental or other adult supervision as one reason for the high percentage of accidents among children. Children of pre-school age, it says, cannot understand danger and need constant supervision.

Educational institutions are not facing up to the implications of the Health and Safety at Work Act, according to an article in the current issue of *Chemistry and Industry*.

Manchester Business School finds that many universities and polytechnics look on the Act narrowly and defensively. They have failed to introduce curriculum changes to make students aware of the likely industrial impact of it.

Instead, they see it as applicable only to safety precautions in laboratories and workshops.

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## Assisted places

### Simple plan for a working partnership

Sir,—It seems to me that my friend Dr Rae's attitude to the assisted places scheme (Personal Column, October 13) lacks alike the logic and the realism that we look for in his pellucid prose.  
I can just understand the view that all independent schools should be abolished. But Dr Rae is himself a stalwart supporter of the independent school, both in precept and in practice. The great selective school of which he is headmaster surely benefits from that "creaming off of bright children in the name of parental choice" which he apparently deprecates. Or does Dr Rae think that this process is acceptable provided such opportunities are open only to the sons of the affluent? This is a strange form of elitism.  
It is unrealistic on the other hand not to face the fact that whatever improvements are made to the maintained schools—and there is so much that we all want to see done to improve them—will not get us up to the high standard of the best of them—the able boy or girl from the downtown area will not in the foreseeable future find the same opportunity in the neighbourhood comprehensive that he would have done in the old selective school. Nor can cooperation at sixth form level, desirable though that is, provide an adequate substitute.  
But the case for the assisted places scheme rests on far more than debating points. It has been endorsed by the Direct Grant Joint Committee over the years, not as a rescue operation for the direct grant schools—all the figures show that they are not in need of a safety net—but as a positive means of re-establishing the partnership between the two sectors of education which was so wantonly broken by the abolition of the direct grant. It derives from a belief that these schools have to offer should be available for the children

who can best benefit from it, regardless of parental background. It is based on the principle of coexistence—that you can have a limited number of independent schools working in partnership with the maintained sector, without significantly affecting the quality of the education provided by any one comprehensive school.  
The scheme as it stands is simple. It avoids one of the main weaknesses of the old direct grant system in that it provides for government money to go to the parents rather than to the school—and to them only in so far as they are in financial need. The links with the local community will be maintained by the presence of representatives of the local education authorities on the governing body and by the requirement that at least 25 per cent of the entry shall have spent some time at a maintained primary school.  
It is a new scheme in that it will mean drawing up a new list of participating schools—a list built up in such a way as to avoid a concentration of schools in any one area and to ensure that the principle of parental choice is extended over as much of the country as possible. So geographical location, as well as academic record and the maintenance of working with the maintained sector, will be among the factors in the choice of schools for the list.  
It will have three big advantages. It will act as a check on what might otherwise be an educational monopoly of opportunity. It offers a degree of parental choice.  
The Direct Grant Joint Committee is not tied to the strings of any particular political party. It submitted the scheme to each of the three leading parties in turn. That the Conservatives alone were prepared to consider it seriously may be a matter of regret. But we are bound to recognize who are our

friends, and to rejoice that the scheme has been written into their party policy. How they might have handled it, what they will do with it, is not for me to say. I can speak with Dr Rae's confidence in the assurance of the feelings of the independent schools in general, still less of the maintained sector, though I suspect that he exaggerates the hostility the scheme might arouse. But I can say that all the responsible organizations of the independent schools have backed the scheme; and that at a recent meeting of the headmasters of the great majority of the boys' schools, support for the scheme was endorsed by a majority of 35 to none, with one abstention.  
In any case, if and when the scheme is introduced, those independent schools which like it (and no scheme could ever meet the likings of every school) will presumably not apply for membership. Those that apply will do so because they see in the assisted places scheme the only practicable way in which their opportunities can once again be made available, albeit on a limited scale, to able boys and girls of all sections of the community.  
Meanwhile the lesson I draw from Dr Rae is not that the Conservatives or the direct grant schools should think again, but rather that there is an urgent need for all of us who believe in the value of education, to explain more fully its merits, to reassure those who see in it a threat to the proper development of the maintained sector, to build up a body of public opinion in its favour which alone will ensure its success.  
**JAMES COBBHAM,**  
Chairman,  
The Direct Grant Joint Committee,  
26 Queen Anne's Gate,  
London SW1H 9AN.

### Not so, and again not so

Sir,—John Rae (Personal Column, October 13) wrote "The assisted places" scheme has been publicly endorsed by the party spokesmen on education and a draft Bill has been prepared. He implies that the draft Bill was prepared by the Conservatives. It was not.  
Presumably Mr Rae has obtained a copy of a draft prepared solely by me, and entirely on my own initiative. I have never been a member of a political party. The National Education Association agreed that the draft would benefit from private discussion and amendment but is not committed to its wider circulation.  
Mr Rae suggests that the scheme is limited to a few assisted places at existing independent schools. This is not so. The published Conservative proposals state that "mainstream" schools should be included. My draft was an attempt to see what legislation would be needed to do this.  
**W. S. YARD POTTS,**  
24 The Drive,  
Northwood,  
Middlesex.

### Preservation scheme deserves support

Sir,—I wonder whether John Rae's hostility to the assisted places scheme (Personal Column, October 13) would be as great if, like me, he had had a free secondary education at a direct grant school and, like me, was now the headmaster of an ex-direct grant school?  
If the proposed scheme preserves something of English grammar school education, available to us as a second entry as possible, then it is surely worth supporting.  
**ROBIN PITTMAN,**  
Headmaster,  
Queen Elizabeth's Hospital,  
Bristol.

### Benefits of breaking out

Sir,—Your report ("Public schools should become more public" October 6) of the HMC annual meeting at Exeter reports the chairman as saying that its experience "was... a good argument for over-16s to stay at school instead of going off to FE or sixth-form colleges."  
Are we to understand from this that HMC schools are providing vocational courses for over-16s? If the latter is implied, this is a remarkable state of affairs, particularly in the light of the recent criticisms of education's poor links with industry.  
The report further quotes Mr Bagley as emphasizing "the crucial link between work and extra-curricular life in the 11-16 section of the schools and the sixth form."  
Many of us in sixth-form colleges would question how crucial and

for whom? Our experience is that a break at 16 can be beneficial in a number of ways, not the least of which is a second chance for the less successful in an institution where their previous shortcomings are unknown. And if candidly to say "crucial" why are so many independent schools for boys accepting girls into their sixth forms? If a separate establishment, be it college or centre, it is possible to legislate more realistically for a group of young people approaching adulthood where one is freed from the inevitable constraints imposed by the presence of younger children. We believe, too, that our sixth-form organization and ethos is, *inter alia*, a good preparation for higher education into which most of our students fit easily and successfully at 18-plus.  
**J. L. GLAZIER,**  
Vice-Chairman,  
Association of Principals of Sixth Form Colleges.

## LETTERS



"I'm not telling you again, Mr. Woodgates—we do not wipe our nose on our sleeve—it is clear—and you can wipe that silly smile off your face, Mr. Githams."

### The acceptable face of . . .

Sir,—It is now nearly two years since I had occasion to take Bob due to task concerning his reports on A level engineering science. Now he is at it again. In his story of the NAHT survey on the acceptability of engineering science and design technology A levels, he strikes an air of gloom and despondency, in almost direct contradiction to the figures he quotes.  
In his second paragraph he avers that 25 out of 28 (89 per cent) universities replying to the NAHT survey accepted engineering science. That such a proportion is not cause for celebration is apparent but neither is it reason for crying woe and doom.  
By lumping engineering science and design technology indiscriminately together, he further obscures the picture. Which of these studies is "only acceptable as a third A level" or is rated as an O level? University attitudes to the two sets are very different. A level engineering science is a pre-requisite for first degree courses in many of the past four years. Such an examination confirms the results of a survey of University Departments of Engineering, Medicine and Science carried out by the Engineering Science Project in 1976. The results of which have been reported in our bulletin *Engineering Science Views*. In brief JMB Engineering Science is accepted more widely than any other; roughly 75 per cent of all departments accept it as directly equivalent to physics while another 7 per cent expressed a slight preference for physics; the corresponding figures for engineering departments are 86 per cent and 8 per cent.  
The problem of university and polytechnic attitudes to the teaching of design, creativity and the application of science raises wider issues than can be covered in one short letter. What is certain, however, is that unhelpful reporting can only discourage the schools and delay changes in attitudes.  
**DEREK T. KELLY,**  
Lender,  
Schools Council/Loughborough University of Technology, Engineering Science Project.

### . . . technology examinations

Sir,—Bob Doe's report, "Technology A levels not B status at universities" (October 6), based on a survey by the National Association of Head Teachers, does not correspond with my own experience as a teacher of engineering science or with published A level requirements.  
Almost all British universities (certainly many more than the seven mentioned in your article) will accept JMB A level engineering science as a straight alternative to physics for degree courses in, for example, physics, applied physics, and all branches of engineering. Considering the syllabus matter, in engineering science and physics is very similar and the difference is mainly in teaching approach and practical work.  
There can be little reason for universities and polytechnics not accepting engineering science. I would point out that in designing their new physics syllabus the JMB have allowed for the possibility of schools running a common first year in engineering science and physics with specialisation following in the upper sixth.  
For several years engineering science students at Huddersfield New College have applied to a wide variety of universities and polytechnics to read subjects ranging from architecture to total technology, and have experienced no more difficulty than their contemporaries doing A level physics.  
**HARVEY COLE,**  
Huddersfield New College,  
New Hey Road,  
Huddersfield.

### That's why Terry did what he did

Sir,—Boys will not be "turned into panthers" if they learn home economics at school. What Terry did (October 13), the Association of Teachers of Domestic Science, relating to the comments of a Devon schoolboy's mother who objects to a school syllabus where boys and girls have equal "duties to study home economics, needlework, woodwork and woodwork." The whole issue requires a clear and factual exposure.  
First, sex discrimination does not say that boys must learn home economics, or needlework, or woodwork. What is said is that where a range of subjects must be available to boys and girls.  
Secondly, anyone concerned with education is entitled to have a say in such decisions concerning curriculum content and any parent has the right to object to any aspect of the educational process.  
However, it is up to the heart of every school to decide the subjects to be offered in the curriculum. Both home economics and needlework are recognized as vital components of the curriculum and to be educationally desirable for both boys and girls.  
It is necessary for boys and girls to be prepared for a society which places greater and greater emphasis on both sexes taking an equal share in the running of the home. As Terry's mother would go on to say, the more this pattern will become a norm of society.  
Education is not only a preparation for a job; it is a preparation for life and boys with some knowledge of home economics behind them will find it easier to cope when they leave their own homes. It is this which is fundamental to family life and which has nothing whatever to do with maintaining or destroying the sex barriers.  
If there is a debate, the ATDS thinks not. It is more a question of ensuring a balanced curriculum for both sexes, of educating both sexes for the future, and of developing open and rational minds in all those concerned with, and receiving, education in our schools today.  
**DORIS S. LEWIS,**  
General Secretary,  
Association of Teachers of Domestic Science,  
Maplewood Place,  
London.

### Reading tests: the 'so what' factor

Sir,—I was interested to read Roger Gurney's comments ("Who trusts the tests?" October 6) on the test of reading. From my own observations, I agree that there is, generally among teachers and more particularly among head teachers, a patchy knowledge of what tests are available and how best to use them. Moreover, the widespread use of individual rather than group tests indicates a worrying waste of time in testing.  
In the educational climate of the last few years, it is not surprising that many teachers feel that they are under pressure to test their children, that they ought to test "to cover ourselves in case someone asks", but with only the vaguest notions of what aspects of reading skills they are testing and the differing types of test by which to do it.  
It is easy to postulate why the Schonell Word Recognition Test is the most common in use in primary schools. It is a traditional test, well known by teachers, always available in schools, costs nothing and is readily used by class teachers. However, the test is old, unreliable and is a test of recognition of words in isolation, a method by which few pupils are taught to read. The most damning condemnation of tests such as Schonell's is that it takes a considerable time to test each child in a class, sometimes more than one term, on such tests when a group test of word recognition such as Carver will test the whole class in 30 minutes. Here I disagree with Gurney that that influences the choice of test used.  
A further worrying aspect of reading testing in schools is the current obsession with the assessment of attainment levels. It is undoubtedly of value to regularly assess the attainment of one's class or school, but one is tempted to say when faced with next rows of standardized scores or reading ages: "So what?" Attainment testing, in the end of a cycle, does not lead anywhere, and unless test results are used as a guide to action, it seems to me to be largely a waste of time and money to test in the first place.  
This brings me back to my original point that there is patchy knowledge of what tests are available and indeed which tests are appropriate in a certain set of circumstances. How many teachers, I wonder, appreciate the differences between and applications of norm-referenced, criterion-referenced and diagnostic tests? In my experience, knowledge of the distinctions between these types of test is hazy, and therefore it is not surprising that, as Roger Gurney says, the aspects of relevance and purpose are neglected in the choice of tests.  
Testing for "maths" sets is not satisfactory. The reason why one wants to test must be thought out beforehand, the skills which one wants to assess decided upon, and the purposes to which the results are put clearly in mind.  
**P. S. FERNAND,**  
27 Fern Road,  
Huddersfield,  
Northants.

### Eight-year-old perception

Sir,—I read with interest the question and my daughter's response to it. I am currently involved in work on perception in mathematics and the difficulties that arise when children do not perceive a situation in the same way as its designer. I find this a particularly disturbing example since it is ambiguous and, if I have interpreted it "correctly", a logical child thinking in a mathematical way is likely to get it "wrong". It would be interesting to know if the test designer foresaw and allowed for this ambiguity. If not, it probably explains why only 59 per cent of the responses were "correct".  
This question shows how easily perceptual difficulties can arise in mathematics and shows the importance of discussion, through which such problems can be revealed.  
**R. H. BENWELL,**  
28 Dovedale Crescent,  
Southgate West,  
Sussex.

8p, 2p and 66p ringed? I reworded the question and my daughter ringed only these amounts.  
I am currently involved in work on perception in mathematics and the difficulties that arise when children do not perceive a situation in the same way as its designer. I find this a particularly disturbing example since it is ambiguous and, if I have interpreted it "correctly", a logical child thinking in a mathematical way is likely to get it "wrong". It would be interesting to know if the test designer foresaw and allowed for this ambiguity. If not, it probably explains why only 59 per cent of the responses were "correct".  
This question shows how easily perceptual difficulties can arise in mathematics and shows the importance of discussion, through which such problems can be revealed.  
**R. H. BENWELL,**  
28 Dovedale Crescent,  
Southgate West,  
Sussex.

### Hesitant, but still getting by

Sir,—Brian Hill is perfectly entitled to his opinion (September 22), with reference to the new transmission pattern for BBC radio's adult education programmes introduced on October 1, that "it is most unlikely that the changes will prove beneficial".  
He is, however, in no way entitled to assert that the BBC has taken a policy decision not to produce further "Get By In . . ." intensive language series. This is simply untrue. What is true is that we have to review the development of further series of this kind in relation to the new programme outputs. When we had one hour's broadcasting time on weekday evenings (Radio 3 MW, 6.30 to 7.30 pm) it was possible to contain these five-part series into a single week's transmission, and in this way to provide the intensity of listening that we believed would be welcome. Now that we have, principally four hours' broadcasting time on Sunday afternoons (Radio 4 VHF, 2.00 to 6.00 pm) and a daily half-hour on weekday nights (Radio 4 VHF, 11.00 to 11.30 pm), such a concentration could only be effected by utilising the weekday evenings. But since, from October 1, May are pre-empted for the educationally desirable purpose of providing a second or an alternative opportunity for motivated listeners to hear the programmes that form part of the (mainly foreign language) long courses first broadcast on Sunday afternoon.  
Hence, as far as "Get By In . . ." series are concerned, our current dilemma. If it is, in the meantime, established that there is a substantial consumer demand for further intensive introductory series in foreign languages (Latin, Greek, Dutch and Portuguese are high up in the queue), we shall endeavour to respond in the best possible way.  
**MICHAEL STEPHENS,**  
Head of further education radio,  
BBC,  
Broadcasting House,  
London, W1.

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## The numbers game

In this week's feature pages, Philip Payne suggests that falling school rolls could provide an ideal

opportunity to improve standards; Rick Rogers finds that real consultation

with parents over closure is the exception rather than the rule; and Joan Sallis argues that

the proposed changes in school admissions policy may be difficult to sell to parents

## Present shock, future needs

Philip Payne

Is the decline in the number of children in schools a near-disaster, only to be met by skillful surgery. Or is it an opportunity for secondary schools to develop in a positive and useful way?

Certainly, there will be occasions when school closures are unavoidable, and, if one takes a purely arithmetical view, such closures may be numerous. When we think in terms other than those of pure arithmetic, however, considering how the needs of our school system are likely to change over the next 20 years, the situation is rather different. Precisely how they will change is a matter of opinion.

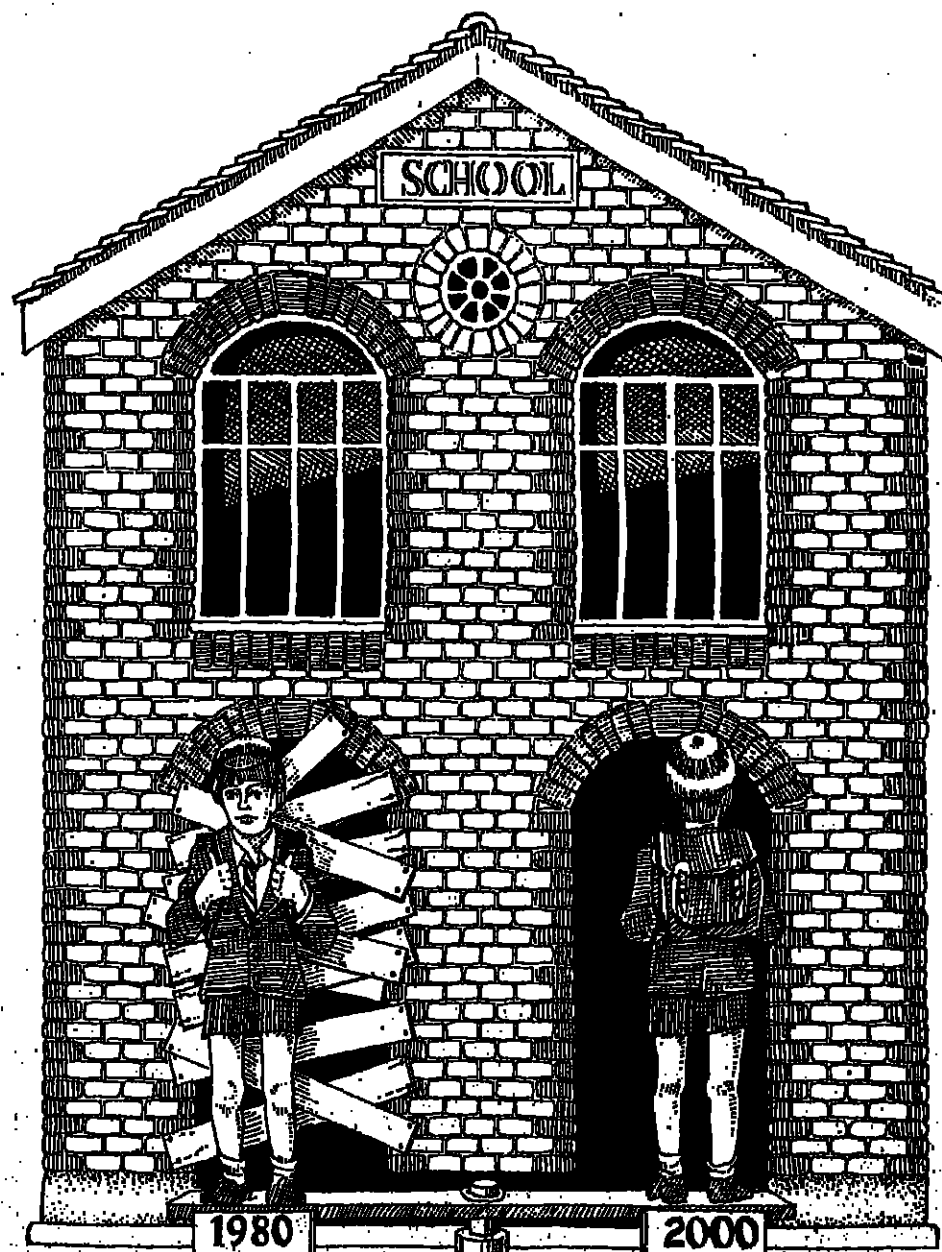
My own view is that four things in particular will be important: additional space for more flexible teaching techniques; more direct staff consultation within the school on matters of general policy; a scale of organization and management giving greater emphasis to human relationships; and more community involvement, with adults coming into school to help, to use facilities there, and as day or evening students.

If these factors do become critical, then falling rolls will, almost fortuitously, help us to meet some of the major challenges facing us in the final years of the century.

The question of space is simple. Too many schools are at present overfull, and for a number of reasons: one is that the schools we have built in the past 20 years, although well-equipped and well-provided with specialist rooms for art, craft and science, are too small for the number of pupils they are ostensibly designed to hold.

DES figures and recommendations have been influential here; the MTA (Minimum Teaching Area) concept has provided a place for every child, but it has not fully anticipated the needs for additional space which an enlightened teaching programme demands. Even in "traditional academic" subjects, teachers will not always want their classes to function as a homogeneous entity. They may want one group to work with a tape-recorder, others to read a play or discuss a topic. In any and every subject, variations in study methods may call for extra space.

Such things are far from easy in the minimal modern classroom, especially if there is no additional working area which can be made use of. Of course, such spaces do appear in architects' drawings under the name of "resource area" or "group teaching area". But all too often the pressure of numbers requires them to be timetabled for use as conventional classrooms. Worse than that, in many



schools the library itself cannot be used in school hours as a reading-reference room, because for much of the week it too must be used for class teaching.

If pupil numbers drop, but the space available is still maintained, teachers will have scope for more varied and demanding work, and the library will be able to function, as it does in a minority of schools with great success, as a reference centre available to pupils throughout the day. Moreover, lessened pressure on classrooms would make it possible for more teachers to have their own rooms. When this does happen it makes an astonishing difference to the appearance of a school, particularly in "difficult" areas.

Rooms are better kept (uncarpeted desks, unbroken chairs) and better decorated (posters and children's work on the walls). Children come into such

a room as into a place of work. All too often a room which belongs to no one in particular looks and feels like a mere extension of the corridor outside.

I think particularly of the hard-pressed probationer teacher, who not only has to cope with the demands of a new profession, but may have her or his problems multiplied by having to teach in up to a dozen rooms in a single week. If we are really concerned about standards, children and teachers must be given adequate facilities with which to work.

When comprehensive schools began the advantages of size were those most evident to the planners. In the coming decades the virtues of medium-sized institutions may be increasingly felt. Teachers are increasingly concerned that they should be consulted about decisions which affect their professional lives. When the staff is large, effective consul-

tation involving everyone, not simply year, house and department heads, is fatiguingly difficult, entailing either an unacceptable number of additional meetings or so few that discussion never becomes effective.

The tendency, therefore, is to forget adequate consultation on educational issues, and (if one has it) thank God for good management. Unless, however, we make room for consultation—easier to effect in the smaller school—teachers will rely more and more exclusively on the unions to speak for them, so that size meets size and weight meets weight.

The union voice is invaluable, but it should supplement and not replace the voice of the teacher, speaking within his or her own school on matters of individual and specific concern; it is a lesson of industrial relations that lack of consultation about matters of direct relevance is a major cause of discontent.

When considering the children, the dangers in being too dogmatic about school size are clear. We have many large (eight-form-entry and above) comprehensive schools which function well, with satisfied parents and happy children.

The comprehensive in which I worked for 10 years coped with its educational and social role very successfully; an unusually (almost uniquely) effective building design allowed a powerful house system to work with maximum effect. The children felt that the house was something they really belonged to; huge-ness was scaled down, so that the individual was never lost.

But such success happens against the odds; it happens in spite of size and not because of it. There are other schools, especially in areas of economic deprivation or social unrest (lack of roots rather than lack of money), where a diminution in size, happening as a natural consequence of a dwindling birthrate, would make it easier for the child to sense the reality of school as a place commanding a degree of loyalty and offering effective human support.

The future of many things which matter to us is going to depend on fostering social entities in which the individual is meaningful, not simply in terms of lip service to individuality and concessions on peripheral matters, but of day-to-day experience. This will not happen of itself. The signs are that giantism, industrial, commercial, and, alas, cultural organisation is consolidating itself rather than retreating in the face of criticism. All the more important is it, therefore, that the school should provide the living experience of a community in which the individual in some degree can find his or her unique place.

The school, a community in itself, also has a part to play (given a favourable situation) in fostering a sense of community in what is clinically known as its catchment area. The extent to which this happens will depend upon an increasing number of adults crossing the national brass strip—No Parents Across This Line—which schools have kept outdoors at bay. More new schools are opening their doors as community colleges; if





Sheffield Star

# The closures are coming to town

Rick Rogers

Ask people about school closures and they'll likely start on about village schools. For in recent weeks the media have finally blown the whistle on the rural massacre. But even as that whistle was sounding, another war was heating up. The closures are coming to town.

In London their arrival has been greeted with the setting up of an All-London Campaign against School Closures. Several groups fighting individual battles have got together to develop a united front, driven by the fear of being picked off one by one through the alleged "dirty tricks" of local authorities.

The cause of urban school closures is a simple one — falling rolls. But the effects are far more complex, particularly with secondary schools. For a start, educationists are preparing to unlearn some much-loved articles of faith.

Split-site schools may not be so bad after all, if they keep schools open or guarantee a viable sixth form. The success of comprehensive education may not rest on bigness; the small-roll comprehensive may have to be the way ahead into the empty eighties.

But the deep-probing and wide-ranging discussion which professionals take for granted in the wake of such upheavals are lost to most parents. Many know little of the issues involved and do not know there is a problem — or an opportunity — at all.

How can they? No one considers their responsibility to explain. In short most parents only find out about falling rolls when they are told their school is being considered for closure or amalgamation.

It is a question of consultation. And that is the very point at which the professionals become unprofessional and the experts inept. Any investigation of what is actually happening in areas planning closures comes up with disturbing findings. There is no shortage of examples.

Take Fir Hill middle school in Sheffield. The parents weren't actually told their school was going to be closed, they just happened to find out. Pressure from them and the school managers produced little response, and even less hard information, from the L.E.A. Only one copy of a discussion document on the proposals

was made available, and that was placed in the public library.

A joint action group was formed with parents from other threatened schools — not so much, in the first instance at least, to fight the closures, but to campaign on the specific issue of consultation. A now familiar pattern of population projection and counter-projection, i.e. delaying tactics and alleged "secret deals" with teacher unions, further alienated managers and parents alike.

A working party, comprising L.E.A. officials and teacher unions, was set up to make final recommendations to the education committee. No parent representatives were invited to take part — despite Sheffield's radical parent-governor system. The working party also refused even to meet with the parents. In the end the L.E.A. backed down — but only because the advice of experts was, after all, that "there would be no need to close any school in the area in the foreseeable future".

The campaign in London to save the two Waterloo primary schools of St Patrick's and St Andrew's (one Catholic, one C of E) is still going on. Already it has highlighted the reluctance of authorities to take seriously others' views and predicaments.

Again the two sets of campaigners joined forces. They challenged the L.E.A. statisticians, by predicting in detail twice the number of pupils likely to need school places in the future. The group feel their projections were treated with contempt. They complain that the L.E.A. criticisms of their paper were given verbally, and that they were only (grudgingly) given a handwritten sheet listing where the authority disagreed — all part of a delaying strategy before a crucial meeting. A slightly rejigged projection still came up with a larger number. ILEA ignored this.

# Misery for many, grabs for few

Joan Sallis

"What's choice to do with us?" most teachers will say; "we don't get any." And of course that's true. Teachers take the children they get, problems and all, and do their best by them with the resources available.

Parents attach a great deal of importance to choice, though, even if they don't think very deeply about how real it is, how many can have it, and at what cost to the majority. As school numbers fall, we can expect to hear a lot more talk about choice, among politicians as well as parents.

The Right rightly believe in it, and if they don't, they seem to be rather timid about saying so, since respecting choice is hardly a vote-catcher. But for those who have none — which means all teachers and most parents — it is worth asking whether children are likely to get a

better or worse education when their parents at least in theory have more scope for choice.

It is a question to ask now, since within the next few weeks, if it lasts long enough, the Government is going to make some changes in the law on admission to school, and that law is unlikely to be changed at all if we get a government of another complexion.

Whether the law is changed, and how it is changed, are not remote technical problems of law and administration. They are questions which will determine whether falling rolls lead to a cruel and senseless game, in which the most defenceless schools, teachers and children are the losers; or whether they furnish an opportunity to secure not bigger choice, but better choice.

The analogy of the consumer exercising wise choice and thus raising standards is dangerously superficial when applied to schools. We don't, by choosing the best buys in washing machines or continental quilts, in that moment of choice diminish the quality of those bought by others. But we are part of our schools and we change them. By flocking in large numbers to the well-resourced and problem-free schools, well-organized parents actually widen the quality gap.

Nobody likes to put it so plainly, as it sounds selfish and anti-social, but that's the reality behind all the brave words about choice and freedom. And who loses? The children who didn't choose to be born to less well-organized parents; and all those teachers who try to give more to those whom life has given less.

Smaller numbers offer us a chance to do better, enabling all children to benefit from more space, more teacher time, and higher quality accommodation. The decline in population could also be allowed to make choices bigger, while achieving none of those things.

The real cost of choice, in a buyer's market, is not just pounds and pence, though in that simple sense too it would be heavy. It is the cost of opportunities foregone, and of misery for many to provide grabs for a few.

The present law, stripped of its verbiage, says that parental choice should be respected where it is compatible with efficiency and economy. It is very easy for the L.E.A. to prove one or other of these incompatibilities, so the chances of the parent being upheld, in a straight choice of school appeal, have been small, especially since Timeside cast doubt on the Secretary of State's scope for ruling "unreasonable behaviour" at all.

Parents have, therefore, accepted for many years that what the law gives them has in practice little meaning, especially since there is always too much demand for the problem-free schools, and it has until now been a seller's market. Recently, however, it has become plain that if a parent carries his or her feelings to the extreme length of wish-holding their child from school, and the DES have to name the school in the attendance order, it is legally very difficult not to uphold the parent.

For Bolton, Kirklees and Sheffield, the emphasis in consultation lies, they say, with the governors and managers of the schools under discussion — correct and valuable maybe, but not sufficiently forward-looking for so fundamental an issue. Better though than Sutton, which would seem, from its reply, to regard consultation with parents as "not necessary".

Consultation has to mean something; there has to be the possibility that minds can be changed and a solution be a joint one in the end. No good if, like Rotherham, you have already decided to close some schools, but not decided yet how to consult parents about falling rolls.

The difficulties encountered by Sheffield, ILEA and Liverpool (to name but three), and the bitter lessons learnt by their closure-scared country cousins, may yet encourage local authorities to be more adventurous over consultation. The London borough of Redbridge produced the glimmer of a useful blueprint for consultation earlier this year:

"The parents appointed a small representative committee to look after their interests and there were a number of meetings, as a result of which certain changes were made in the detailed closure proposals to take account of parental feeling. Amongst other things, during the course of the discussions parents of the children concerned were circulated by letter, and their views sought on possible alternative methods of phasing out the school."

If such a scheme were initiated before a decision to close a school had been taken, we would be getting somewhere. Haringey issued a Green Paper on school provision in the 1980s, with various options for consideration by the local community. It created a fierce debate, and the L.E.A. had to back down on many of its proposals.

But Haringey did lay its cards on the table. There was something there in detail for parents, teachers and governors

to respond to — with time to respond, and the opportunity to change proposals without the immediate threat of section 13 notices going up.

Burner has issued a consultative document with options and population projections, so that interest groups can respond. So too has ILEA.

None of this, though, guarantees peace — as ILEA will ruefully admit. Public meetings, parents' surgeries, leaflets, discussion documents — all the paraphernalia of consultation only seem so far to highlight the negative side of falling rolls for the communities affected. Clearly, they are not enough.

Certainly, falling rolls is not an easy concept to get across — no one is really sure of all its consequences. Of course, few people are going to be happy about losing their local school. But most people would be happier with a fair hearing and evidence of a genuine concern for a community and a willingness to listen.

One Waterloo campaigner was told by an L.E.A. official that "consultation does not mean having to agree." "Maybe," was his reply, "but it did mean being able to understand what the other side was saying." There would seem to be the gap.

L.E.A.s then — and parents, too — should ask themselves some pertinent questions: how early in the decision-making processes are local communities allowed to take part? How far are parents consulted or merely informed? Should a third party — say CASE or NAGM — act as a national peace-keeping force, to ensure at best fair play and at worst a fair fight?

How far are the prizes of falling rolls — smaller classes, greater resources, more room to move physically and philosophically — being made clear? How often do L.E.A.s produce facts about a community with little appreciation of its needs?

It would be a sorry indictment of our post-Taylor world if the uncrowded future was soured by getting the consultation process wrong yet again.

be published, and possibly information about the schools available, on the lines of the recent DES circular on information to parents.

Anything which makes these vital matters more open is an advance. As a parent I would welcome giving L.E.A.s the means to plan their provision in the interests of the majority. But the changes so far discussed stop far short of what is needed to win public support for these difficult measures. Without that support, the teachers' job is going to be very hard.

Indeed, several experienced chief education officers in private express doubts about whether a new law on the lines proposed is ever going to work at all. They do not suggest what might make it work, so I offer a possible way.

To go back, then, to the parents who, while thinking the law on parental choice was a humbug, accepted that you cannot have what is not there. Is it not going to seem an even greater humbug to say, yes, your wishes are important, but we are going to see that the schools you really want do their fair share of shrinking? We are actually going to protect in this way the schools you never wanted? In other words, we believe in parental choice as much as we ever did, but now you may not even be able to have what is there?

Public support can only be won by a combination of honesty, openness and imaginative involvement of the public, such as would revolutionize a service traditionally paternalistic and secretive. The law must say straight out, individual choice is important, but not as important as securing equality of provision as far as humanly possible for all children in an area. Not only the L.E.A. proposals, but the reasons, the problems, the benefits expected, must also be openly shared with the public.

Finally, if schools are to be sheltered — as they must be — does the L.E.A. owe it to the parents to inspect those which show declining confidence, and publish the results to prove that they deserve such protection? The understanding of the public must be earned. Then, perhaps, we shall find our way from the values of the market place to something better.

Joan Sallis was a member of the Taylor Committee.

Implied involvement of adults is to be more than an evening affair, it follows that additional daytime space will be needed.

This can be planned into a new school; it can also become available in an existing school continues with fewer children than before. The necessary facilities can be offered, possibly in line with those available in some Leicestershire primary schools. As Andrew Fairbairn, director of education, says:

"The county's primary school community centres, which now number nearly 20 in urban neighbourhoods as well as rural situations, take the primary school and integrate with it additional community facilities available all day, all week long and generally consisting of a spacious common room with refreshment bar and storage, a room to the parish council or any local clubs or societies which wish to affiliate for a highest annual fee and the usual cloakrooms."

Probably the main objection to the medium-sized school is the difficulty of obtaining a viable sixth form. No one would pretend that there is a simple answer to this. What one can say is that such comprehensives do exist and thrive, though sixth-form classes are usually small (about the same as in the old two-form-entry grammar school, one might add).

It does seem possible, however, judging from the limited evidence of a handful of schools, that a greater proportion of pupils stay on in such schools, perhaps because the feeling of belonging is greater. Factors which may help include sixth-form rationalization in varying degrees, with two or more schools combining classes in minority subjects. Schools are not particularly enthusiastic about the idea, but may take it up seriously if survival is involved.

If the school day were lengthened (at sixth-form level only) to 5.30 pm, it might

be easier to timetable for such rationalization. Teachers already arrange lunchtime and after-school classes for the sake of their sixth-formers, and might accept a more formal arrangement if the need were made clear, and consultation thorough. More important than inter-school rationalization may be the acceptance of the idea that a sixth form in the medium-sized school will offer fewer subjects than would ideally be so.

There are reasons for saying that more schools will be needed than present figures suggest. A looked-for improvement in staffing ratios would, of course, strengthen the case. My main point, however, is that a school in danger of closure should be considered not in terms of the system we have, but of the system we are likely to need in the future.

Philip Payne, who is senior English inspector for Essex, is here expressing a personal opinion.



# Non-propagandist propaganda

D. J. Hart on the Paines Plough and Pip Simmons residencies

Constant touring saps the creative life of a theatre company but economic necessity forces them to do it. Now two of our best known groups are having a new arrangement with two venues in the West Midlands. The Paines Plough is now based at the University of Warwick Arts Centre and the Birmingham Arts Lab is host for a while to Pip Simmons. Paines Plough has gone down well before at Warwick and according to its director, Edward Adams, this place has the highest and most regular student audience in the country. Andrew Welch, the new director of the Arts Centre, likes the company because it does new work and is known for its sophistication and polish.

But of course there has to be an element of risk "or else it is really nothing". It need not be anything political or scandalous, more a curdling of consciousness: "when this play works people are going to think 'why does this play do that to me and other plays don't'. I don't expect theatre to make massive, permanent change in people. But in that time between 7.45 and 10 o'clock between the company and the audience there should be a concentrated plane of existence different from before or after, what used to be called a religious experience. And this company's plays are about that event and how to experience it."

David Mowat's *Imit*, written in 1966 but not previously performed, was not yet working very well. The company's own writer, David Pownall, rewrites as his plays are rehearsed but Mowat, in America, was unable to do this. The opening night showed a complete, confused and unpolished work, which seemed to be acted with devotion despite the fact that the actors admitted they did not know what it was about.

"Mowat", says Adams, "has a wonderful theory. There is one play and every play is an attempt to get near it". In *Imit* there are three little plays in act one, with behind-the-scenes life on stage as well, and in act two a big play, based on the Crow Indians, is attempted. Adams says he does not yet know why one of the act one plays is there, a violent little peasant scene. Howard Brenton, writer in residence at the university, thought the whole play was about forms of passive resistance, but this seemed to come as something of a surprise to Adams, who thinks it is about theatre itself in an attempt to induce "amusement".

The residency means this: the company have off its own Arts Council grant for four weeks of rehearsal, then gives the five performers performances in the excellent facilities of the Arts Centre. They also have their own office rent free and the Centre's publicity department working for them. Then they go on the road as usual, this time for 11 weeks through Kendal, York, Edinburgh and Wales, the new *Barricades*. One production during the year will be worked on with the Theatre Studies (theatrical not practical) department, and the company will hold open



Pip Simmons Theatre Group in Wopreck

more performances in the excellent facilities of the Arts Centre. They also have their own office rent free and the Centre's publicity department working for them. Then they go on the road as usual, this time for 11 weeks through Kendal, York, Edinburgh and Wales, the new *Barricades*. One production during the year will be worked on with the Theatre Studies (theatrical not practical) department, and the company will hold open

rehearsals. While Paines Plough company has an entirely new acting force, (though Stephen Boxer and others will return before long) this has made their venture at Warwick more rushed and uncertain than it might have been. The Pip Simmons company is different. Of the eight actors, five were in *An Die Musik* a few years back and before arriving in Birmingham the group had rehearsed for eight weeks in Battersea. Their world premiere of

Simmons's adaptation of *Wu, husad* a novel (1921) of the same name by Vsevolod Meyerhold, was therefore well prepared for. The problem was in the Arts Lab which he recognized as a theatre with no theatre at all, only a confused version of a manuscript where new arts complex and a large mess himself had submitted some cavern, the "garage" as it once was called. It was his first time in the company spent two weeks in a print. He wrote to the theatre from scratch. And this edition: "When I read the work, accommodation and substance, has perished the unpleasant feeling money: £2,500 a week over and above a further experience at the group's own grant. Bums on seats for his beloved son whose but only way the Arts Council can prove been cut in an ugly and uneven they're doing to the Government. But by a self-launched fundraiser, subsidising of this project enables where did those bare patches and examine our problems rather than select some from when he was commercial interests." So the group has been looking for a way to get to know the whole building, for the two men cramped and mutilated, formance will also move about in the dishevelled literature are full argu, the courtyard and the exhibition galleries inflicted by editors upon The Lab and the University Theatre Mours but, in this case, the castle, with the Chapter Arts Centre, was not, as Tolstoy witheringly where the show will also be staged, as a sketch, "an unknown copy of the cost of the first week. The new editorial staff", but the Gov will be covered by the Lab alone. The editor never performing weeks have a 50 per cent guaranteed this distribute because it was tee from the Arts Council, and West Midlands, instead Tolstoy relieved Arts through the Birmingham Twentieth Century by dispatching the draft scrium. The Arts Council, says little, high, but the editorial staff, but the Gov so convinced about the residency as to go to the point that you might ascribe to me tee its normal two-thirds. (Warwick is a various royalties inserted by a getting only 50 per cent, but that is certain gentleman."

Whereas Little sees local cooperation as an important part of the work, the company as important (the Lab's) is held by the amiable Sergei who door to Aston University and the chess-related literary fame with used during the day for lectures, so the serialisation of his "Family can be sharing of technological equipment. This success was fol and expertise) the hard facts as Simmons, "I am a Russian Schoolboy which define the project more narrowly, and during a visit by Tolstoy in (which had not opened when I wrote it) was a highly disciplined and specific piece of work and the great benefit of the short run. Tolstoy work is that it takes the strain out of the work."

The story opens in 1799, with a blank journey by sled from Edward Adams, like the kind of year, the provincial capital. The absurdity for a theatre group is in the step to be taken in the house of a decade for themselves. As for "style: just him on the threshold of the expertly than most theatre. We are not plit. A loud voice adds the coming literature. More "Present your forehead!"... acknowledge the fact about itself that the boy's forbiddings are in- the boarding school, but his other vigorously rejects the pro- but this is in fact no reference to the im- out after of a return to the domestic est thing of a day. The author's regular undermining their own position by successful. A year later, Sergei takes into a perfectly adequate and comprehensive sentence or two.

I said earlier "quasi-logical" there are several points in the book where per- begin with a chapter on "the night of his new uniform when something happened and more to a faint, a reaction fully Meluhap, the authors make good. Why who school is a hall of vicious mas- the idea that television's mode of dis- is "theatrical" as opposed to the "logical" and malnutrition. The pol- up an interesting debate, but they dis- their case by an excess of theoretical tri- ness.

They are interested in showing how the staple fare of "popular" television relat- society, this structure and here, in- many of their colleagues in the media stud- some subtlety. They make some in- points about violence in television trans- by their analyses of television sport, dance, pe- and cops and crooks series are when they get down to brass tacks, ban- their enlightening.

As the authors themselves are aware, vi- vision criticism is still in its infancy. A analysis comes low on the list of most ne- paper critics' priorities, academic commit- ob- of its terms of sex, race and social class. Paines and Hartley are clearly in- terest to everyone who has access to a vi- vision set: they should shake off their pre- oles, lift their sights beyond the social- ically satisfying lowest-common-denomin- genre, and try again.

## The unknown tenor of television

Michael Church in the semiologists' bower of bliss

Reading Television, by John Plake and John Hartley. Methuen £5.50, 0 416 85580 6, £2.50, 0 416 85560 1.

"Using the tools and techniques in this book, it is possible for everyone who has access to a television set to produce illuminating studies not only of the programmes themselves, but also of the culture which produces them."

Well, I have a television set, and the idea of producing illuminating studies of occid- ental culture and its artefacts has always appealed to me. Wes Reading Television going to prove the answer to my prayers? Alas, far from it. I can't remember when I last had to force my way through to the end of a book, and I don't think I have ever been persuaded to labour so long in pursuit of as little locally ping a goal.

It isn't that Messrs Plake and Hartley are intellectually puerile, nor that what they have to say about television—when they eventually get around to saying it—is lacking in originality. It is rather a question of the extrin- sicc which they feel obliged to erect, then scramble on, then tumble down in order to reach insights and observations which others reach quite comfortably with the aid of the old-fashioned literary-critical apparatus.

Plake and Hartley base their analysis in what is variously called by its practitioners "semiotics", or "communication theory". This new science of signs can't even decide on its own name should have made them a little more hesitant than they have been in laying down the laws of a new language and then applying this to the world around them.

The following paragraph is, I think, a fair illustration of one aspect of this—and how also their readers' problem.

Rapports, thought-provoking, metaphor suggests that we both create and are sus- tained by our language. We are, in other words, produced by the environment of duce. Part of that environment comprises the constant stream of "significations" that emanate from the small screen. However, we cannot merely "ingest" those signifi- cations, for we are not merely inert bod- ies, we are metabolic processes transform- ing what we see into material that can be as- similated, so our cultural life is not a pas- sive reception of external stimuli from the external world, but a process of trans- formation, where the message is not only re- ceived but also decoded, understood and responded to."

First you call a spade a spade, then you call it a multi-purpose horticultural imple- ment, and then you are left, provoked, yes, but not of thought.

Here is a sentence plucked from the authors' discussion of the way a *News at Ten* related to contemporary "mythologies": "The myth of television is a complex of the first-order sign, and second from the second-order sign, and second from the second-order sign, and second from the second-order sign. This is their preferred mode of discourse. They carefully pre- pared their terms, but the uses to which they put them are none-the-less ironic."

"The visual thesaurus of war", "annu- nciations", "aberrant decoding", "achievement systems": the book's mediator constantly strives to claw back into a central focus the subject of its messages: "the individual forced message"; those are some of the lan- guage in the semiologists' bower of bliss. Occasionally we seem to be on linguistic terra- firma again: "the unknown tenor of television might be apprehended by means

## Year span round

arion Glastonbury on Aksakov and Hardy

Russian Schoolboy. By Sergei Aksakov, translated by J. D. Duff. London: Duckworth Press £4.50. 19 126 1.

Exploits at West Poley. By Thomas Hardy. Duckworth Press £2.50. 19 127 1.

This, reflective record of a passion for unreflexive pursuits invites comparison with Wordsworth who was of course writing *The Prelude* at the time. We ran a hasty course; the year span round.

With giddy motion. At Christmas, Sergei was taken by his aunt to see the village moun- tains. "In the carpenter's cottage... all the mounds were waiting for us, dressed up as bears or turkeys or cranes, old men or old women." This was a surreptitious outing, kept secret from his mother whose cultural aspirations led her to despise popular festival and peasant cus- toms. But a kind of was looked. The fascination of the revels, the story- telling of the housekeeper, the "sweet enchanting sounds of the songs native to the people" not only inspired the theatrical ventures that later absorbed him as a student, but found expression in life-long com- mitment to the Slavophile cause with which he and his sons were publicly identified.

Another devotee of Russian folk- lore and one, moreover, who greatly admired Aksakov's work was Arthur Ransome. His visit to Russia in 1913 (a decade before the first appearance of this English version of "A Russian Schoolboy") was undertaken with the sole purpose of translating traditional tales, though it indirectly launched his career as a war correspondent and his marriage to Trotsky's secre- tary. In his own account of all this, Ransome informs us: "When in Russia there is a sudden silence in a room and conversation stops, whereas the English say 'an angel is passing', the Russians say 'a policeman is being born'."

It seems to me that this haunting sense of a pervasive State apparatus is related to the Russian genius for autobiography. Aksakov remarks that, when he was growing up, Rus- sian literature was also in its in- fancies, its roots still in the soil of the landmarks in its subsequent development have been charac- terized by direct personal revela- tion, a forthright simplicity of utter- ance and the celebration of the evolution of character in the face of

Perhaps the presence of Govern- ment agents breathing down the writer's neck creates a challenge which strips him of affectation and strengthens the sincerity and authenticity that Tolstoy so prized. For Lermontov, Rousseau's Con- fessions were flawed because he addressed them to his friends. The censor is of course a potential enemy between the writer and his public; the bawler provokes a defiant, honest, a conscious integrity in the words aimed across it.

Truth rather than historical accuracy was intruded. Both Lermontov and Tolstoy poured scorn on those who interpreted their narrative literally—who cared about the history of my child- hood—but Aksakov, who used fictional names and imaginary scenes in the *Family Chronicle*, abandoned them in his sequel, openly relying on memory rather than invention. Often his documen- tation of the past implies concern for reforms in the present. He con- demns the dry pedagogy of the school dormitories, the icy temperature of school dormitories.

Such sympathy may surprise us in a land of serfs and pogroms. A specific interest in how children felt is usually held to be a recent phenomenon in modern history. Yet from Aksakov we learn how it felt almost two centuries ago, to be hopeless at maths and repelled by dissection, how he suffered from "remoteness" after leaving his tutor, "I felt as if I were scratching at my heart—how he disapproved himself on the stage of the new university and made a fool of himself in a lecture by in- advertently quoting a parody of a poem by the Professor of Litera- ture."

Why should Aksakov and so many of his successors have been so fond of the analysis of their formative years? The early years, it is often said, are the most impor- tant, the most formative, and the most dangerous. The child is allowed home medical groups. With the help of folk cures, "on trips of stox- oples, lift their sights beyond the social- ically satisfying lowest-common-denomin- genre, and try again."



Country childhood in nineteenth-century Russia.

by the young heirs on their estates, and the rigid requirements of the manumission that administered the empire. Boys whose well-being had been the first thought of all around them were stunned by exposure to regimentation outside their own domain.

In rebuking Aksakov's mother for "spoiling" her son, the headmaster was asserting the right of the State to control manpower resources. The Russian Civil Service and armed forces were based until 1917 on the "Table of Ranks", the hierarchy of hereditary honorific titles set up by Peter the Great in 1722. The schools drew authority from the bureaucratic machine they served; it lent the proportions of mutiny and treason to adolescent mis- demeanors. A protest by Aksakov's contemporaries against the ill-treat- ment of a servant was met by mili- tary occupation of the school and detention of the ringleaders under armed guard.

For pupils of limited means, ex- pulsion meant relegation to outer darkness, Konstantin Paustovsky re- members that a senior boy expelled for striking a teacher, returned the next day with a revolver and shot himself through the heart. Konrad Chukovsky's mother, an unmarried laundress, knew that "a boy with a silver crest on his cap could be- come an important lawyer or doc- tor or a famous professor. But a boy who didn't have those white oval leaves on his cap might at any time become a hum and disappear under the port bridge into the frozen bridge."

Schools are important for Russian writers because they test the reali- ties of political power; they show you what policemen are for. All collective organization suppresses the individual identity bred by domestic intimacy, and all carors require some submission to some- thing. The processes of education and public patronage violate and dis- figure the personality like an insti- tutional haircut.

Hardy raises the question of voca- tions in the opening dialogue of his rosome heroes and this represents all we ever know of their inner life. Steve declares that he would rather be an explorer than a farmer as his mother intends, but the perils of the Mendips eventually persuade him to turn the unknown and seek his fortune on his father's ground. Hardy was acting of this maxim at the time, in returning to his native Dorsetshire. He wrote "Our Exploits at West Poley" in the sum- mer of 1883, while choosing a plot of building land to purchase, and this plea, like of two boys divorcing an underground stream has the en- gineering calculations—"three thousand four hundred and fifty tons of rock had descended"—the ecclesiastical comparisons, and the perceptive details—"Shovels entered the clay, and rubble like giant's mugs"—that you might expect of a practising architect.

Steve hopes to confer the benefits of the water course on East Poley, the more distant, and he thinks, more desolate, and two rival villages. However, he soon discovers that the life in each, and having released

an apprentice from a tyrannical master, he makes amends for his abuse of power by blowing up the cave to restore the status quo. "The whole superimposed moun- tain had quietly settled down upon the hollow places within it, closing like a pair of bellows and barring all human entrance."

Of course you can't have drama like this, thunderous reverberations of explosive, fatal waters rising lurch by lurch, without a degree of recklessness which must be duly paid for by a nasty chill and some wise words of reproval from reason- able adults. The daring and high spirits that set the plot in motion must be curbed in time for the happy ending. Steve becomes the largest gentleman-farmer in those parts, and Hardy's combination of action and uplift satisfies the requirements of the genre.

His efforts were unrewarded. The manuscript, submitted in Nov- ember 1883 to the American jour- nal *The Youth's Companion*, was filed away among the fictional stockpiles in their Boston office until, years later, the proprietor decided to take out the columns of *The Housemaid*, an obscure and un- successful magazine "devoted to the interests of the American house- wife". Hardy never heard of the story again.

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## 22 Books/Society/Literature

### Concrete and clay

Lucy Hughes-Hallett on the British working class

What went wrong? Working People and the Ideals of the Labour Movement. By Jeremy Seabrook. Victor Gollancz £8.50. 575 02512 5. £2.95. 575 02570 0.

Once upon a time the British working class had a sense of identity. The men worked long hours, often in terrible conditions, but they took a pride in their skills. They were loyal to their mates. Families were large. Living quarters were cramped. Women had to struggle hard to keep the children clean and fed but no one starved because the neighbours always rallied round. Extended families absorbed old people, widows and orphans so that no one was left derelict. If times were hard the salt-hearted could go to the chapel or the labour club and be cheered by promises of socialism or paradise to come.

Years later the working class was much richer but very unhappy. They were given better pay, better working conditions, free orange juice and education, pocket calculators and picture windows, machines to do their jobs for them and television to show them what neighbours used to be like. They were encouraged to look after themselves and to break away from their families so they became lonely. They lived in council flats which were so easily cleaned that after a bit they didn't bother to clean them. They told

each other stories about muggers and blacks and they scared themselves so much they didn't dare go to the pub.

The tale Jeremy Seabrook tells is not a new one and, although he repeatedly warns readers against nostalgia for the old industrial class, he can't rid himself of it. Here we are presented with myth. But originality is not all and Seabrook's narrative is sometimes vivid and often interesting. He has annotated a mass of material—interviews with veteran labour party members and teenage muggers, shop stewards and tramps—into an orderly thesis.

He comes up with some sadly telling parallels, like the reiterated boring here: "It's so nothing to it. In Hackney / Milton Keynes. I'm getting out / Milton Keynes. I've got the money." He reveals that, like their middle-class counterparts, these children have turned to the occult for comfort. And there is a heart-breaking prevalence of belief in reincarnation ("surely this isn't my only chance?").

But if lack of originality is not a serious fault in a book of this kind, unhelpfulness is. Jeremy Seabrook's evidence is selective. Every one interviewed (other than those called in to reminisce, in surprisingly academic tones, about the good old days) is in some way walking wounded. We hear of widows, divorcees, victims of industrial accidents, unemployed school-leavers.

There are enough suffering life to make such selective evidence if it served some purpose, but Seabrook's argument is repetitive.

The working-class, he says, been duped. They wanted affluence. Instead of cash head on a charger they got presented with Capitalism, toys, advertising copywriters, shop-window-dressers' bogus imaginations of the world, their glossy images and so on. At the end a new dress or a bike will make them happy, expensive skateboards will cheer their children's love. With objects exalted to this status there is nothing left but other people. So the frustrated workers blame the content of their social surroundings, blacks, "punks", scoundrels, terrifying muggers. Such confidence is well placed, for the genre can never have been in ruder or more bustling health.

Abhorring the vast, pinous monument in the shape of the three-volume "Life and Let which the Victorians commonly commemorated their mighty dead, Lytton Strachey counselled, in his preface to *Eminent Victorians*, a "becoming brevity" on the part of the new, more incisive assessor of past reputations. He certainly ran true to this precept in his own biographies; and today it seems barely credible that anyone should have attempted, as he did, to compress the entire life and reign of Victoria herself within the slender compass of 240 pages. It is said of Strachey's famous study that, where he came to scoff, he stayed to admire; and indeed the book has a mellowness, almost an

Paperbacks

### Days in the lives

Martin Fagg

Queen Victoria. By Lytton Strachey. Penguin 95p. 14 00 3241 X.

Melbourne. By Philip Ziegler. Fontana £2.95. 00 615323 1.

Charles Stewart Parnell. By F. S. L. Lyons. Fontana 25p. 00 615324 X.

Misraeli Rising. By Maurice Edelman. Fontana 25p. 00 614669 0.

The Door Wherein I Went. By Lord Dunsany. Fontana £1.50. 00 624687 7.

While critics are constantly taking the temperature of that chronic invalid the modern novel (we must all have read scores of premature obituaries) an one writes about the wellbeing of contemporary biography. Such confidence is well placed, for the genre can never have been in ruder or more bustling health.

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affection, totally absent from his earlier Victorian portraits, provided as they are with that abrasive irony that made his reputation overnight when *Eminent Victorians* first appeared in 1918.

This Queen Victoria reads as gracefully and wittily as ever, though it cannot be pretended that purely as biography it is any longer more than intermittently satisfactory.

Thanks to many later researchers (especially the late Cecil Woodham-Smith), we now know so much more about the Queen (particularly about her appalling and permanently scarring childhood) that we read Strachey more for literary appeal than historical validity. His portraits of Albert, Peel, Palmerston and Disraeli seem paper-thin in the severity of their over-simplification, and in the light of the fresh insights of the past 50 years. Charming as is his account of the autumnal Melbourne, it seems embarrassingly jejune and sentimental when set beside Philip Ziegler's masterly full-length portrait.

It is as hard to foresee this being superseded as it is to envisage an immediate rival to F. S. L. Lyons's equally inclusive and definitive study of Parnell. Both these books are biographical achievements of a very high order—exhaustively researched, elegantly proportioned, eloquently written. Like so many of the best recent biographies, they show a reaction against the "brevity" preached by Strachey. But the effect of their many hundreds of pages is not one of prolixity or diffuseness but from it, so dramatic is the story, that they have to tell (especially in the case of Parnell) and so sure is their grasp of every inflection of the narrative

tasteless, "the plain, understandable harmony of band music (is) related to the wish to affirm the strength of ties binding the close-knit work or village group together. And the rise of the unpredictably popular stiletto avant-garde was to some extent a reaction against the perfectionist values of traditional musicians."

Analysing the attitudes of present day musicians in relation to those of 50 years ago, the author draws attention to some interesting preconceptions. As the official attitude to classical music changed from seeing it as an entertainment that should pay for itself, to a necessary subsidised luxury, orchestras began to exclude popular but ephemeral new music from their programmes, and the decline in opportunities for composers is seen as being partly caused by the attitude "that good music should endure, even if it may be inappropriate to your own age".

The advent of radio and recording ironed out differences in local styles of performance, and created a more uniform, standardised authenticity. Provincial orchestras and a fiercely competitive professionalism, and back-country music is now almost always recorded. This is seen to produce a new kind of musical "divinity" while "instead of making sustaining meals of concertos and symphonies, we feed on finely chopped polycultural salad".

But also discussed are two musical backwaters that have preserved their individual practices: church musicians, and brass bands, both of which provide a definite social function. While the organist is often at odds with a congregation and clergy who for ritual reasons will only tolerate music he sees as

However, once you acknowledged that music fulfils a social need, the logical step from evaluating what people wish to get from music is to assess whether there are any perhaps unexpected—common values, and here the author's initially laudable view that "there is no one vantage point" seems to prevent him going deeper into the revolutionary musical ideas that have been associated with radical politics, but he never investigates why this should be the case when the reverse tends to be true in other forms—including theatre, which also has a strong visual element.

The individual chapters read well, but the conclusion that "musical should find room for conversational commonplaces as well as profound utterances" only begins to answer the questions the subjects discussed raise.

## 23 Books/Biography/Music

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### Justice, not charity

Victoria Gledhill on authorship

Authors by Profession. By Victor Bonham-Carter. The Society of Authors (distributed by Unibook) £5.95. 950 38562 X. £2.95. 950 38563 8.

*Authors by Profession* takes its title from a chapter-heading in Isaac D'Israeli's *Curiosities of Authors* (1912)—the point being that the world has always been unwilling to allow that authorship is a profession at all; a writer is commonly expected to have a "real" job as well. The establishment of the Society of Authors in 1884 was the culmination of years of struggle with publishers, booksellers (the two functions were not originally separate) editors and the laws of copyright, or lack of them.

Victor Bonham-Carter has worked for the society for many years, and his book is principally a history of its development and achievements. He covers the period from the beginning of printing to the Copyright Act of 1911; the first few

chapters, surveying more than three centuries of breakneck speed, are compiled from secondary sources. After 1884 he relies chiefly on the very full archives of the society, and the pace becomes more leisurely.

The bare bones of legislation and publishing practice set out make compelling reading, however useful they are as reference. Mr Bonham-Carter understandably chooses to allow that authorship is a profession at all; a writer is commonly expected to have a "real" job as well. The establishment of the Society of Authors in 1884 was the culmination of years of struggle with publishers, booksellers (the two functions were not originally separate) editors and the laws of copyright, or lack of them.

Money, however, is at the root of the matter, and there is great to do here, and some surprises, in reading exactly how much—or little—Pope, Dickens, Jane Austen, Thackeray, Trollope, George Eliot et alia made out of their writing, and how they managed their business affairs. It is hard not to see

publishers as having the plan and the business; they are the outstretched hands, the money men, the authors who made money had needs acumen or good advice as well as literary talent.

The jacket-flap carries a bit of the establishment of London. Right — "Justice, charity — an indication of what was needed that the profit still has to fight its corner, trade-union aspect of writers' relations is a question that has been discussed, and the Society is in the thick of it. Bonham-Carter is preparing a volume continuing the story "the present day", which must be less by a more polemical and some undertaking.

As for one can see the Society has only performed a really unworthy action. Oscar was a valued member; in 1884 proposed the toast to the chairman of the annual dinner. In 1894 "he went to prison" and was arrested on membership; reason given.

### For unashamed rafter-lifters

Bert Lodge

The Faber Popular Reciter. Edited by Kingsley Amis. Faber £6.95. 571 11287 0. £2.95. 571 11330 0.

This is short, quick-witted, of old-fashioned pleasure: for folk who go to *Rekimo* for the rhyme in the rhyme, to church for Moody and Sankey hymns, by the bobbed-out angel, and to Vera Lynn because the brave true lass sings every word plain.

It's for all who respond to emphatic rhymes and strong regular rhythms bending out of lines of heroes or sentimentalists as pure and noble as you want to do away with yourself in the beauty of holiness. But half the pleasure must come from the out-loud rendering.

That said, old reciters will be

already slaving down their larynx at the favourites they know will be there. Horatio, of course, sticking to his blades, and inquisition dogs are shell-shot off their heels, half a dozen seas and rhyming schemes; but Sir John Moore's grave while the body in John Brown's moulders on.

For an outright sing-song onward Christian soldiers march towards the fields we plough and the good seed-scattered land.

Then there are the weepers — hangin' Danny Deever, the Bridge of Sighs and that bizarre of nineteenth-century tragedies, the *Forlorn Hope*, lamenting his fleshly wife who has left him for her earthly bound air folk.

Let the aesthetes of the Eng Lit department leave their textual

appreciation yardsticks stealer their gowns. Never mind that of these 160 poems with a hymnal illustrate perfectly, word kitch they have been, to teach the fifth form, for this anthology is not for the group anyway. Probably best to top juniors, just before that age that innocence has been worn down to is invaded by the shredding din of the disco.

But so much depends on the teacher. He or she must be thespian, a ham, an unashamed rafter-lifter when giving Henry's speech before Agamemnon, but when it comes to eye-melting, before he is a stanza through. Sally is gone.

Are there any left in an unashamed of romance, so as of sentiment?









## Dramatic activity or performing arts?

by David Self

**Drama**  
Compiled by William Martin  
Visual Publications Ltd, 197 Kensington  
High Street, London W8 6BB  
Each filmstrip, £2.25, or each cassette  
£2.25, or £14 for all filmstrips.

These Drama filmstrips and tapes, explore aspects of theatre. Explicit well-written notes are provided. Visually drama is stunning. Even the most cursory of glances at the filmstrips suggests scenes of ideas for practical drama work, and starting points for more theoretical studies.

Actually, it is less exciting: one solo mid-Atlantic voice reads a rather unimaginative commentary which is never as interesting or challenging as the skills. Indeed, when we consider the high technical quality of the colour reproduction and the diverse sources which have been drawn upon for the filmstrips, it seems extraordinary that anyone could compile supposedly complex material on which there are neither sound effects, music, dramatizations nor actual recordings.

The compiler, William Martin, very properly sees the part of drama, human behaviour as the basis of drama, consequently sociology, psychology, history and religious practice are recurring themes in his audio-visual essays. While being aware of "educational drama" and the way in which drama can help the personal and social development of the child, he identifies "drama" very closely with "acting" (the art of appearing before an audience) but at the same time he believes that "drama is valuable as a means of exploration and discovery... the sense of the theatrical performance has little place in educational drama."

This confusion of the theatrical, performing arts with dramatic activity that exists primarily for the sake of the participants recurs throughout the package and comes to a crisis of conscious identity in tape/filmstrip No 5. This is chiefly concerned with a group project undertaken by primary school children on the story of Sir Gawain and the Green Knight. More energy seems to go into making cardboard hats, in playing with the "prop box" and in teaching the children where to walk when acting as waiters at a feast than in anything that might more generally be recognised as creative drama or "the development of the individual."

The other four tapes and filmstrips are more frankly theatrical, less confused and very much more successful. No 1 deals with "Space". Beginning with the two basic requirements of drama (a human

body and some space), we are shown how we adapt and react to the spatial situations in which we find ourselves—a crowded street, a telephone box, a swimming pool, or an office. Next we are asked to consider the theatrical aspects of various religious, civic and primitive ceremonies, and to ponder how actors can use different spaces in which to communicate with their audiences. These spaces are as varied as the circus ring, the theatre at Epidaurus, the Church of St. Peter's, and a street in which Dog's Troupe are performing to suspicious passers-by.

In some ways "Space" is a congested 20 minute package. The script could online up the pictures more effectively, but it is a provocative and open-ended way of forcing a group of students to consider "what is theatre".

The second tape and filmstrip deal with "Light". This paid is more technical and more prototypical. We look at streaming sunlight, stained glass windows, traffic lights, "a very dim light", illuminated advertisements, fireworks, son-of-lumiere, shadows, and then the use of spotlights and sets. After a brief glance at projected scenery, we end with an aptly named reminder that the theatre is about communication.

With the third set, "Costume and Masks", Mr Martin is back on form. He points out that costume in drama cannot be separated from everyday clothing, and shows how our clothes indicate both what we are and what we would like to be. He looks at uniform, "fashion" clothes, and native ritual costumes; priests and mummies. Gradually he makes us appreciate what must go into the design and



From "Drama" part 1.

choice of stage costumes. Programme 4, "Forms", begins by making a distinction between the opera and ballet which the latter is concerned to make us respond to texture, to physical tension and to what can be expressed through movement. With a sudden change of genre, we are shown various forms of theatre—how theatre can range from a socially and politically committed script through improvisation to a maypole dance, and from a grandmother reading a story to a child through carnival to a multi-media experience.

As must be apparent by now, this kit is a very variable mix of excellence and missed opportunities. While it will prove useful in many school drama courses, it is likely to be of most value in colleges of education and in drama schools to show first year students the scope

## Solemn children

by Victoria Neumark

**Dearest Children**  
Museum of London, London Wall, London EC2Y 5HN. Until March 25

The paths and glory of royal children is a sure-fire museum hit. Among its rich store of fancy dress and gilded models the Museum of London has mounted an exhibition of clothes and toys from nineteenth century royal nurseries with impeccable fidelity to style.

Although the first few items on display are Stuart and Hanoverian, the focus is on the childhood of Queen Victoria and of her children. That solemn little girl, who with her poverness, Leven, made 132 dolls in the years 1817-33—what a grip she got on the future! Looking at the exquisite white satin and lace dress that she wore to have her portrait taken, what comes across is the essential loneliness and unplayfulness of the child who would "try to be good".

How unlike the loved and battered "great doll's baby" which Princess Charlotte gave her best friend, Ann, is that stiff array of characters from the opera and ballet with which the Princess Victoria played between lessons and rides in her pony trap. How correct her drawings of school books are, far more so than those of her children and her children's children. They at least had some sense of the fascination of this kind of exhibition. The picking into what is normally very private—underwear, children's drawings for their friends—and part is the contact between eras, or as the lady standing next to me said of Edward VII's ceremonial kilts: "Fancy dressing a kid up in that."

Princess Mary of Teck's dolls' house is the perfect miniature of a house once unoccupied and now despoiled. Its three rooms are as check-a-bloc with furniture and

bric-a-brac as her mother's. I have been; all, as the organ five or six years after she died. It is accurate; but did she play with it?

Impossible to say. Impossible to judge, as one exclaims over delicate ivory handle of a silk glove, what these now rather tacky way of everyday experience. We cannot be sure, but here is a staff of intriguing guesses at the



Drawing by Prince Albert Victor, sent to his tutor John Dalrymple, 1870s.

## Commune life Jesus through Mark's gospel

by M. J. Clark

**The Peoples' Commune**  
By Rachel Faggetter  
30 colour slides £8. Sound cassette £3.60  
Published by Educational Media  
Australia and distributed by Educational Media International, 25 Bolton Road, London, W5.

Audio-visual media share with other methods of education a great purpose: to convey a message, whether overt or implicit. Without such purpose the media may offer a valid resource for active learning but sacrifice the potential for understanding and awareness that may be inherent in a relevant presentation. Unfortunately, education and commerce come into conflict at this point for defined purpose often necessitates a limited market.

This conflict can be sensed in *The Peoples' Commune*. Each of its visual elements is packed with meaning, but there is no overall message. In an exclusively visual unit this would be acceptable, since the user could be charged with the responsibility of providing form and direction, but in an audio-visual format the urge to offend is one may mean that the unit will please no one. This is regrettable, since the subject is relevant in a variety of contexts.

The photographs have variety and interest, and their lively colour may compensate for mediocre definition. Half the illustrations are pictures of people, and the other half are pictures of things. The pictures of people are bright, many producing a direct, almost hypnotic effect. The pictures of things are less successful, being less direct and less visually stimulating.

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**The Nazarene File**  
By Iain A. S. Gray and Donald M. McFarlan  
Blackie, Bishopbriggs, Glasgow G6 1NZ. £1.30

*The Nazarene File* is a plastic envelope containing 20 four-page pamphlets, each about a character in Mark's Gospel. The professed intention is to build up a picture of Jesus through the eyes of those who met Him—people like Bartimaeus, Pilate and Mark himself; and also the more anonymous merchants, soldiers and Pharisees.

Each "casebook" contains the relevant gospel passage, some background information, an artist's impression and "Your Report". The booklet excerpts are well written for young readers, and the background essays which fill in the details of Jewish and Roman customs and which will aid comprehension of the passages.

Unfortunately the rather stagy black-and-white pictures provide little scope for the imagination, and even more easily do. Follow-up activities (which form the back pages of each pamphlet) are uninspiring. They ask for missing words to be filled in, anagrams to be found, and reports and letters to be written. The brief suggestions for discussion will do little to sustain productive talk.

While *The Nazarene File* will be useful in helping nine- and 10-year-olds to learn Bible stories, it is unlikely to lead to a genuine understanding and appreciation of what the stories are about, so it will not have a place in any imaginative or creative course of religious education.

David Self

## Technology workshop

Dave Masters  
Greg Shoop  
Bob Young

Over the last three years, an engineering workshop at Havering Technical College has been open to local schools. The workshop is a place where ideas emerged during a series of lectures in the college in 1975.

These participating schools, realizing their mutual interest and seeing facilities being built every evening, a workshop seemed a logical follow-up. Demand was proven by response to posters displayed locally, and an instructor and technician were time-tabled.

It was advertised as being for local residents who wished to take part in a workshop in materials and machinery. Initially, 30 people enrolled, but this number fell and levelled off at about 20 regulars.

Who was attracted? Well, men and women from many backgrounds, including a nuclear engineer, a chemist, a heating installer, an electrician, a librarian, a policeman, a craft teacher and local government officers. This influenced the nature of the sessions, and led to an extensive range of materials and skills.

As a result, there has been a real cooperative aspect to most ventures. The man, for instance, has been able to provide a simple aluminium lithographic printing plates; an electrician has built many of us simple thermostats for solar collectors.

Equally varied were the projects themselves. These ranged from simple alarm hoppers for feeding small livestock, through a bicycle trolley, to wind generators and solar collectors. In addition to whatever one was building, we have all learned a great deal about other devices just by watching what is going on around.

The solar collector was one of our more ambitious projects. The first was made in 1976-77, and several more are in various stages of completion. The latest will incorporate a moulded polycarbonate inner box to simplify insulation and assembly.

There are real difficulties in getting satisfactory results from highly engineered items such as solar collectors, when used for purposes other than that for which they were designed. This and similar realizations mean that a project a term had to be abandoned, and much longer schedules were adopted for major undertakings.

One savoury-type wind-generator will not complete after two years. But a rather fine sailing generator was begun and completed in the first year, and in the second year everyone had the opportunity of following the progress of the application made by the builders to erect it in their back garden.

It was a novelty to the local authority, which had no definite policy towards AT other than the rather nebulous one of encouraging the use of wind power. An initial permit was granted for six months. This has now been extended to two years.

In addition to providing an opportunity for not a little plastic communion among radical technologists in Havering, the workshop has also brought us into contact with like-minded folk throughout London and beyond. In the first year we had a Rationalist Association, Unit at the time was the only one in the area. In the second year we had a group of people who were interested in the use of wind power.

Whether we have a fourth year depends on the college's reduced overhead budget. However, we are experienced and hope to extend the workshop to a co-operative, productive and enjoyable one.

Dave Masters, Greg Shoop and Bob Young, teach at Havering Technical College.



## Primary election

David Ashfield

The likelihood of a general election in the near future provides an opportunity to educate children in some basic elements of democratic procedures.

At the time of the last election I organized a mock election with 150 children of "top junior" age, in a semi-open-plan building. A block timetable of integrated studies every afternoon meant the election took place during normal working sessions.

The first thing was to publish an electoral roll for each of the five classes. These were the original typed class lists from the school office, which—as in real life—contained the names of some children who had since left, and omitted recent arrivals.

The children could check whether they were entitled to vote. If their names were missing, they needed to make representations, and establish their right to be added to the electoral roll.

Each class elected a pupil to act as a member of the candidate selection committee. These children also doubled as electoral officers (though we could have had a different set of children for this role). They remained publicly neutral throughout.

We then explained the next step. Anyone, with his or her prior consent, could be proposed and seconded as a potential candidate. Such pupils were to make brief notes on certain given topics—for instance the miners' dispute, prices, housing—plus one or two major issues they themselves thought important. They would then present themselves individually for interview by the selection committee, first giving a short address from their notes.

Twenty-two children were proposed and subsequently presented themselves to the selection committee. The committee was charged with selecting five or six definite candidates, who they felt best represented their policy and answered questions.

Whether the committee members agreed with the candidate's opinions was beside the point. The interviews were very successful. Only minimal adult guidance was necessary in the questions, answers and subsequent discussions.

The potential candidates gave themselves a party label, which in most instances bore little relationship to real-life party policy. Five candidates were selected on merit by the committee, and went on to "fight the election".

Informal canvassing began. Each candidate sought a group of supporters to assist in the campaign. Posters were painted, slogans invented, election addresses written. When some posters were defaced by opposition parties, it gave an opportunity for us to explain the idea that even those with views opposite or even repugnant to us had the right to express their views, and solicit support.

On election day a room was set aside, with curricula from the library acting as voting booths. The electoral officers, issued with amended electoral rolls, ballot papers, and the ballot box, manned the entrance.

The electorate continued with their normal work, and simply went in to vote when (and if) they wanted to. Their names were crossed off the list; they cast their vote in the booth; and placed the folded ballot paper in the box. There was a 100 per cent turnout.

The officers counted the votes after school, and were then sworn in secrecy until the result was announced the following morning. The result was announced to all the children by the returning officer, and the duly elected member gave a speech of thanks, which was followed by general applause.

The value of an exercise like this cannot be measured. Its justification lies in the belief that we need to give young children an insight into how and why our society works as it does.

David Ashfield teaches at St Paul's primary school, Woodhouse Eaves, Leicestershire.



"Of course I'm political—it means a day off school."

## The price of assessment

Alan Child

My holiday was financed this year, as last, by my external examining at Ordinary level English language for the Welsh Joint Education Committee. My capital is slightly supplemented by assessment fees from the JMU TWYLER 16-plus scheme which operates in my school.

I receive 43p per script from the committee. I mark the whole of the paper, which consists of four questions. I can, under ideal conditions, mark six scripts in an hour; I can earn £2.58p an hour. Each script receives a 10-minute professional assessment. My total examining load is 400-plus scripts, to be marked in three weeks.

Under the 16-plus scheme I receive 42p a candidate. Candidates must submit a minimum of twelve pieces of work in their folder, but it may be as many as thirty. The conscientious teacher will see such pieces of work at a preparatory stage, at first marking and at final assessment.

Other tasks are required of the internal assessor. We must select five pieces from the folder to represent an accurate profile of the candidate's abilities. This is a form part of the external assessment.

Of course it is expected that grade sheets and other forms will be filled in by the assessor. The WJEC encourage the use of an independent checker to ease the administrative burden on the examiner, but also to reduce the number of clerical errors. (The rate of pay is £1.10p for every 25 scripts checked.)

If you mark at Advanced level it is possible to receive 60 or 70p a script, but only three or four scripts an hour are marked. If you assess a CEF folder which is worth 50 per cent of the final grade, the assessor receives a paltry 11p a folder.

There are several points to be made: first, examiners are underpaid; second, inconsistencies exist between boards; types of assessment vary; third, the value placed on certain types of assessment is variable; is there an invidious hierarchy?

Not all examiners simply want a fat cheque in August or September; many want the experience of examining to increase their knowledge of assessment procedures, and to them the standards and demands of particular courses, and to meet other teachers in a different environment. Is the experience worth it at £2.58p an hour? Perhaps not, but further education classes pay £4.00 an hour.

Alan Child teaches English at Don Valley High School, Doncaster.

## Celebrations for New Year and Carnival

Special "programmes" for schools at the Commonwealth Institute during the next few months include a festival of Caribbean prose, poetry, song and dance; a celebration of the Chinese New Year and a festival on the occasion of the opening of the annual Carnival. The programme offers to involve participating students in dressing up in costumes they have made in class. The Institute also organizes "focus weeks" during which programmes lasting about 45 minutes concentrate on particular countries. These take the form of workshops, talks and demonstrations, and a collection of artefacts and other audio-visual material is shown.

Specific topics are covered, but schools can ask for other aspects to be included. The Institute organizes a "development studies exercises" aimed particularly at first-year sixth-formers and further education students. Schools are invited to select an area of the Commonwealth that is already part of their syllabus and made a study of the individual problems a country has to face in its development plans. Schools are invited to send a specially prepared development pack.

Further information about these and other activities from The Commonwealth Institute, Kensington High Street, London W8 6NQ.

## Graduate opportunities

Legal advice for employees and hints about personal money management are offered in the latest edition of *The Annual Guide to Graduate Opportunities, 1979*. In addition to careers advice, designed this year to help undergraduates to take a critical view of the job market, the book includes the graduate recruitment requirements of more than 500 firms of various sizes. From a job description index readers can see which job is most likely to suit their qualifications and aspirations. Postgraduate studies and teacher training are included, and there is a simple analytical device for self-assessment, devised by two Edinburgh University careers advisers, Douglas MacEachron and Ian Baxter. They attempt similar help with personal priorities, and the results can be cross-checked against job descriptions. Information about the new "Cardpoint" service offered by New Opportunity Press and the Post Office is also included.

*The Annual Guide to Graduate Opportunities, 1979*, costs £5.50 from New Opportunity Press, 76 St James's Lane, London N10.

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Cooperation when using a vacuum forming machine to shape thermoplastic sheet.

"Attitudes and objectives" continued from page 35

(vi) the ability to anticipate the needs of others and to work co-operatively in practical situations even though engaged on individual tasks;  
 (vii) the ability to work as an individual, or as a member of a small team, while working on a communal project;  
 (viii) the ability to realize that personal skills can help the disadvantaged through design work generally or community service specifically.

(ix) for some but not all pupils the ability to identify and analyse a real problem and to produce a well-made solution which satisfies the need.  
 There is surely a match between these expectations at 16-plus which teachers work for and the requirements of those who employ the pupils as young men and women. Malcolm Deere in a recent article "Design: Examinations in the Schools" (Design Education Supplement, Engineering, June, 1978) said, "Deeper analysis suggests that the nature of these same courses is such as to satisfy educational objectives that are fixed, stable and independent of market and social pressures. For instance, they reveal a great deal of a candidate's qualities in areas which other subjects cannot reach—for example in respect of attitudes." This may well be the nub of the problem which teachers are facing. The expectations set out are concerned with qualities required for life—in industry, life in commerce, life in general.

There is little doubt that these qualities are needed urgently by this country. If CDT is to make such a contribution to the general education of pupils there are two major requirements. All teachers find that the step towards design based teaching presents a real chal-

lenge. There is, however, sufficient evidence in schools to ensure that the step is not into the unknown. The teacher's first need therefore is assistance including courses, departmental discussions, publications and other material to provide an atmosphere of confidence which will encourage a carefully prepared and thought-out advance. It is in this connection that advisers and lecturers in colleges can offer much in association with those experienced teachers who have been responsible for pioneering work. The second requirement is to ensure that sufficient teachers of the right calibre are available to man departments.

It is a strange paradox that at a time when CDT is poised to make a more substantial contribution there should be a severe shortage of teachers. The shortage is more poignant when there is unemployment among trained teachers in other subjects or phases of education. Retraining courses will provide some help in solving the problem but in the longer term the answer lies within the schools. It is important that pupils understand the variety of approaches which are open to them if they wish to consider the teaching of CDT as a career.

There are, of course, three year BEd and four year BEd Honours courses. (Entry to articulate Courses finishes in 1979-80 except for mature entrants with qualifications such as HNC.) Second, there are three year BA Honours degree courses in three dimensional studies which require a postgraduate certificate course for those who wish to teach. In addition there is a wide variety of degree courses which allow students to follow modules of work in craft, design and technology alongside another subject. Not only are the possibilities for training widening but the background of candidates for courses may widen also. Students from art and design foundation courses and those from courses in further education colleges, such as art technology, may be encouraged to consider teaching in this field. If the opportunities are made clear.

But for some time the normal route of entry will remain from the sixth form to BEd (or BEd Hons). What kind of sixth form course is demanded of the undergraders and becoming increasingly severe and something wider than a sixth form course in wood, metal and technical drawing is required. A number of design and technology based A levels is available for those without previous experience. (See E8, members of the EPA E7; IEA teachers can reclaim their fee from TS12.) Other courses have concentrated on more specific aspects of puppetry, shadow puppetry, paper modelling and puppet therapy. This last run by Caroline Astell-Burt, stimulated an international group of social workers, occupational therapists and special educationists who had worked with the handicapped but were new to puppetry and others from music theatre.

Traditionally the art is a very visual one, but it was shown how it is possible to extend its range of interest to involve other senses by concentrating on vocal and noise effects, and even the blind

## THE WORLD ON A STRING

By Sally Festing

Little dolls on sticks and wires? Well maybe, but puppets have captured people's imagination since their origin in religious rites well over 1,000 years ago and in syncretising the realms of art, theatre, craft, history and sociology, they have a great deal to offer education. They allow scope for creative fantasy and ingenuity, support individual therapy and even on the craft level they exercise all sorts of unusual skills.

Battersea Town Hall's Puppet Centre provides the joint headquarters for the Puppet Centre Trust and the Educational Puppetry Association (EPA) whose main task is to encourage the use of puppets in schools. Through links with UNIMA, the International Association of Amateur and Professional Puppeteers and the fairly traditional London-based British Puppet and Model Theatre Guild, the centre acts as an umbrella organization for displays, courses, festivals and for circulating information between teachers, theatre, audiences and puppeteers throughout the country. Their facilities include a large specialist library, bookstore and a directory of puppeteers. A new edition of a bi-monthly magazine, Animations, is sent to the trusts' subscribers.

A demonstration of precise figures specially made for the centre by leading craftsmen, alongside samples constructed on home ground, gives some idea of the scope of design. A foam rubber elephant, a cow with flirtatious eyes, a string of dish-nip dogs and a green lures snake. Heads can be made from paper, machine rubber balls, thick paper and collar rolls, a feather duster with a skittle nose or inverted plastic bottles with cork eyes. From tinfoil plates to the shadow imagery of primitive masks, from simple glove to sophisticated jointed marionettes, almost anything goes.

One weekend every term is allotted specially to teachers and the next over November 4 and 5, will be a basic course for those without previous experience. (See E8, members of the EPA E7; IEA teachers can reclaim their fee from TS12.) Other courses have concentrated on more specific aspects of puppetry, shadow puppetry, paper modelling and puppet therapy. This last run by Caroline Astell-Burt, stimulated an international group of social workers, occupational therapists and special educationists who had worked with the handicapped but were new to puppetry and others from music theatre.

Traditionally the art is a very visual one, but it was shown how it is possible to extend its range of interest to involve other senses by concentrating on vocal and noise effects, and even the blind

can snap out faces from foam. Puppetry has been used therapeutically too; children tend to relate to the models as friends, and the role while autistic and other mentally handicapped groups benefit from imaginative play. In prison, secret wishes and fears can be expressed, the world is indeed almost literally at their fingertips.

The centre also runs two open evening classes a week. Anyone can attend and they get a smattering of teachers among young housewives and bus clippers. One course is being given by David Currell, the trust's chairman and author of several books on puppetry who lectures at the Froebel Institute, and the other by an expert on the increasingly popular technique of shadow puppetry. As at school, the workshops are open to all and are loaded with "bits of just" and they have roughly an hour a construct models before finding out how they move and performing a simple play. The standard varies, but anyone is capable of making a puppet and often the most simple are the most effective. There is no object or creature which cannot be brought to life on a stage, nor is there any restriction on the degree of realism or symbolism with which a character may be portrayed.

New art centres are advised by the centre on topics ranging from woodwork, metalwork and workshop leaders are keen to activate ideas in schools wanting to start their own puppet clubs.

In Russia and Eastern Europe there is a long tradition of puppetry as a distinct and legitimate form of drama. That it has more to offer than the odd Punch and Judy by the sea is constantly reaffirmed by emphasizing the diversity of possible models and dramatic implications. In an educational context, says David Currell, its power and appeal are recognized but its potential is seldom realized. As an element in a young child's spontaneous play, it can perform a significant function by exploring social situations while the "performance", where it is a child using a few puppets to entertain friends or a full-scale production draws upon all the art that constitutes a puppet show, contains light and colour, it is a perfect medium for horror, magic or mystery. This is the side that provides most opportunity for language development and creative expression though it is most often neglected because the constructional side takes precedence.

Membership of the EPA costs £12.50 p.a. The Registrar, Educational Puppetry Association, The Puppet Place, Battersea Town Hall, Lavender Hill, London SW11.



Caroline Astell-Burt, who runs a course in puppet therapy for special children, is shown here with the handicapped.

What is design technology? Educationists and industrialists alike have been asking the question ever since the name appeared in the curriculum.

## ALL ASPECTS OF THE ARTIFACT

By John Penfold

In spite of the fact that William Morris may have come nearer to a realization than any other practitioner of the crafts in the eyes of the old generation of handicraft teachers, he was no match for the almost acolytes of Sir Harold Wilson's white hot technology of the 1960s.

At that time, the handicraft departments in our secondary schools were thrown into a world of confusion by the arrival of electronics, plastics technology, microelectronics et al. How could they possibly respond and cope with a future in the 1970s? The solution was that creative design, design technology, design education, craft and technical studies, design technology, craft, design and technology were born. What is in a name? It seems that educationists and industrialists alike have been asking just what it is in these particular names ever since their introduction to the curriculum.

We may well ask how different is the situation in the schools now from perhaps 15 years ago? From the data gathered in a national survey I conducted with my colleague, Margery Smalley of some 450 secondary schools in the academic year 1976-77, I suspect that the pace of change is somewhat less rapid than sometimes supposed. In response to the question posed to the teachers in the 450 design technology departments, "What is your department design based, traditional or design based?" the replies were 70, 74 and 306 respectively. Comparatively few recorded that they were undertaking work in fields other than woodwork, metalwork and technical drawing, suggesting a slow evolution rather than a revolution.

One might inquire about the influence of two major Schools Council projects, Design and Craft Education (1967) and Project Technology. It is naughty to generalize and we all recognize that some brilliant, individual, innovative departmental successes could be cited but how many schools (blessed with gifted teachers, lack of apathy, appropriate materials and without the enthusiastic encouragement of the original project team) have been eager to try a new approach? One recognizes that a shift from the traditional handcraft courses if necessary, has been a slow process. The time-honoured virtues of craftsmanship would appear to be irrelevant in a technological age in which schools should aim at providing "a basis of mathematical, scientific and technological knowledge enabling boys and girls to learn the essential skills needed in the changing world of work" (Green Paper 1977). Workshops, in which the method of teaching is often equated with slavish copying of fully dimensioned drawings and working to procedure sheets, have longed to be past era and could not persist in the common lot of the handicraft teacher. It was to be anything other than being landed with the less able pupils, the more intelligent being creamed off to "academic subjects". There was an obvious solution: introduce a design element and this would make the subject considerably more academically respectable.

This design approach suggests that instead of presenting the pupil with a drawing of the finished product he should be presented with a problem to which he will respond in an individual way. To the traditionalists, insistence that before anyone can design, they need a basic understanding of materials, techniques and constructions, such an approach is heresy. Heavily patterned waste boxes in the opposition camp appeared to give some credence to the view.

What followed was a further easing of the grip of craftsmanship especially as the new examinations technology O and A levels gave greater prominence to design. Design component which was richly rewarded in the marking scheme. Surely this was admirable except that now the pendulum was swinging so far in the design direction that any need to actually make the artifact at all was being questioned. Further, the interpretation of design was often somewhat narrow,

row, frequently being restricted to aspects of aesthetic design, ignoring functional design, the life blood of engineering and technology.

Against this background the BEd degrees were being established and the remarkable achievement of getting the universities to accept practical subjects at all must not be forgotten. Avigdor Cannon, OBE, head of the design technology department, Shoreditch College, was asked



Rosalind Bell, a Shoreditch College 3rd year BEd student making jewellery.

on behalf of the London colleges to present the body of knowledge for the subject to the board of educational studies of the University of London. It is easy to be sidetracked by the semantics of a definition to quibble with the precise designation of the subject and interesting as this may be, it is not terribly helpful to those teachers having to interpret and implement theoretical ideas in real workshop situation. Hopefully these unfamilar words Avigdor Cannon's definition will find that it succinctly expresses the essence of design technology.

Design technology is specifically concerned with all aspects of the artifact and its creative production. The complete productive sequence includes need identification, data collection, design proposal, workshop realization and ultimately evaluation of the product against the need. The sequence can be entered into at any of the stages mentioned and each of them brings to bear upon the problem a variety of scientific, mathematical, aesthetic, social and communication disciplines.

Artifacts of the past and their production direct attention to technological, social and aesthetic development and their history; the nature and behaviour of materials within the production process involve their practical examination in numerically precise terms, technological developments, design opportunities and ecological balance relating the social responsibility of the designer. The subject is therefore seen as the practical context of a liberal education. Main fields: manipulation of materials; design methodology; history of technology and the crafts; history of style in the applied arts; materials science—metal, timber, plastics; aesthetics—analysis, techniques, procedures; power and its application—engines, pumps and devices; heat, pneumatic, hydraulic, electrical and electronics.

At Shoreditch College we are conscious of our role as the country's leading supplier of design technology teachers, a role which will be further accentuated when the decision of the UGC on proposed merger with Brunel University, expected shortly, is made known, that many teachers look to us for guidance. Quite deliberately Cannon's definition, to which all the staff wholeheartedly subscribe, strongly associates designing with making. The essence of our subject is the educational experience gained from practical and associated activities. One of the most encouraging advances in recent years has been the growing emphasis on design technology to girls' mixed schools.



Jonathan Waite, a 3rd year certificate course student with the horticultural tractor he designed and built.

get the balance right. The recent survey of the Head Teachers Association (reported in the TES, October 6) reveals that design and technology is still not an acceptable A level by more than half the universities, the situation being even worse in the polytechnics. The rigidity of the theoretical aspects of the subject and project work obviously need to be reinforced.

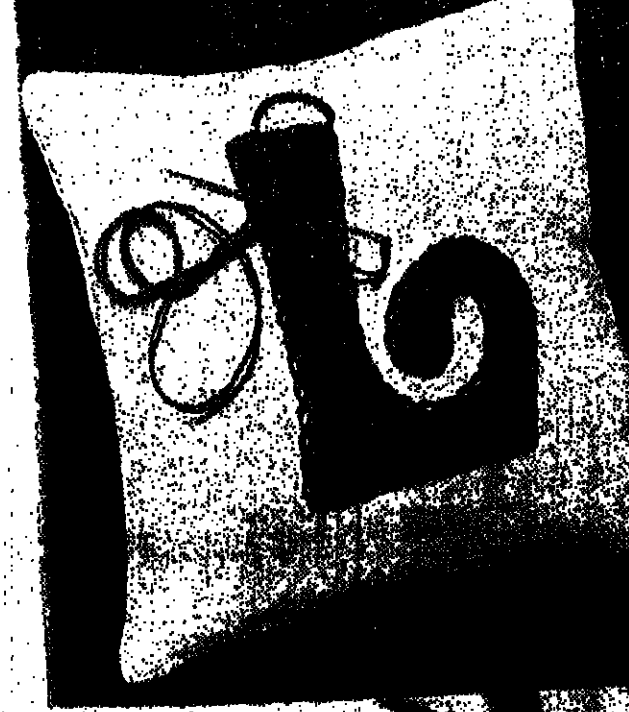
Hopefully, it will not be long before the universities, head teachers, parents and pupils will give recognition to the subject which is so relevant to the needs of our technological society. A sentiment the Green Paper constantly reiter-

ates, "the school system is geared to promote the importance of academic leaving and careers, with the result that pupils, especially the more able, are prejudiced against work in productive industry and trade" surely cannot be ignored. We at Shoreditch would be greatly heartened if more of our colleagues in Education knew what the term design technology meant and appreciated just how very much we need to encourage boys and girls to study this subject.

John Penfold is senior lecturer, department of design technology, Shoreditch College.

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## ADDING ANOTHER DIMENSION

Carwyn Rogers on the case for sculpture in schools

Little did I appreciate that we at Richard Challoner School in Kingston-upon-Thames were being so unusual in introducing sculpture as a subject area within our art department. What puzzled people more was that it was only a two-teacher department and that it was introduced in preference to pottery. Indeed it was sculpture as pure in its exclusion of pottery as any course in many of our art colleges. The study of modelling and casting, carving in wood and stone or construction in wood, metal or plastics was part and parcel of a combined approach to our teaching of art. Our aim was to continue to extend the imaginative thinking of pupils by encouraging a free and spontaneous development of their ideas in any medium or dimension. The sculpture area was not conceived as yet another practical area where a degree of limited academic ability could find more opportunity for "using their hands".

On the contrary, our pupils were introduced from the very beginning to the basic ideology of sculpture, making constant references to ancient cultures. Henry Moore, Rodin, Michelangelo and even Tinguely, Duchamp, Bruce Lacey and Caro. The sculpture room gave the possibility of extending any idea—giving our pupils a better all-round experience, another dimension. This was not only making for better art students, but also benefits every pupil's understanding of the creative process.

Sculpture class was used to help the growth of ideas in 3D. How it was made, how it stood up, if indeed it did, or even how it was stuck together, all took second place to the questions: What is the idea you have in mind? And how shall we make it?

The element of "making" is a powerful measure of young people's appreciation of sculpture, but it need not end there. Pupils who may think so would be amazed to witness the level at which many of our classes of all ages can wrestle happily with such notions as "feel sculptures", "the varying shape of a hole" or "the most elaborate way to make a simple sound".

In my experience there have been many happy examples of liaison with other departments. Clay models were cast in lead or aluminium and wire maquettes were transformed by welding into outdoor sculptures. The flow to the metalcraft room was still reciprocated when pupils enter the sculpture area to solve a problem of design or decoration by using quicker and cheaper materials. For departments can be really safe from a little intrusion, mathematics with geodesic architecture, music with noise machines, chemistry for timing metal surfaces and etching perspex.

In one memorable instance we worked closely with the motor vehicle department in simulating a full-scale road crash to include a wrecked car, papier-mâché bodies and numerous photographic, cine and sound effects. On this particular project it was necessary for physics and electronics to assist us with our flashing lights and projected images. This led us briefly into the world of kinetics.

Pupils often enter secondary school with a dull expectation of what the art department has to offer them. It may be as a result of their primary education, society and the environment they live in, or just simply a sign of growing boredom before they begin. As a sculpture teacher, I present them with a fact: "We are not here to make ash-trays but we are going to make lots of things".

My intention is to preserve, retrieve, the two most worthy qualities that our children possess and often lose far too early—imagination coupled with a natural desire to make things—without getting bogged down in time-consuming techniques. To actually make a prehistoric bird shape so that it stands taller than its maker is exciting and rewarding.

But sculpture in schools poses problems, not least of all for the teacher who is often criticized by traditionalist colleagues as being "lacking in all trades and master of none". His training demands proficiency in the handling of many materials and specialist tools. A sculptor is a material improviser calling upon skills only as a means to serve an idea. His role is often confused with that of the potter, an anxiety shared by both.

My view is that pottery is much maligned in schools. Too much of it is taught without a real depth of knowledge and mastery of its skills and techniques. Since I have worked alongside a potter, as I do now, I have come to realize how wrong it would have been for me to meddle with pottery. Naturally the converse is also true.

Children deserve better especially at the age when their development rests on special knowledge. If capitulation, teaching time and staffing allows, then no art department should be too long without a pottery room. Not, however, at the expense of sculpture.

Every teacher has problems with examining boards and in coming to terms with their criteria for success. All examining boards include sculpture as an option, but I have yet to encounter an acceptable and constant set of criteria by which it is marked. A piece of clay sculpture is too often evaluated with pottery in mind. A construction or carving sculpture, without any consideration of the different mental process that leads to a piece of sculpture is opposed to a painting, print or piece of pottery.

It is equally as difficult to recognize a hidden form within a shapeless piece of stone as it is to accept the picture plane as a basis for illusionism. Unmistakably, sculpture is still the Cinderella of art departments in many of our institutions for art education. Within our schools the situation is pathetic. Sculpture is an essential part of the creative process. A world-wide art own.

Rodin once reduced sculpture to being "the science of the bump and the hollow". I am afraid that he would have had to go a great deal further when talking to our classes. Terry Frost, in a recent painting project at the school, said that he would one day like to be able to "paint colour without using shape or form". Thirty minutes later, boy questioned him in detail on how he could ever hope to achieve this.

In my time at Challoner only 28 exhibits were ever damaged. One by vandals at night, four by unknown vandals in the school and the remainder by boys who came to me with apologetic pleas of "Please Sir, it broke when I picked it up to have a look". Surely this is the sculptor's aim—to evoke the sense of touch or, as Berenson put it, to be tactile.

Carwyn Rogers was Head of Art at Richard Challoner School, Kingston, from September 1972 to September 1978. He now teaches at Llandover Comprehensive School, Dyfed.

## GETTING HOOKED

Pauline Turner on teaching crochet in adult education

Teaching adults in a non-vocational subject is the art of teaching to a non-captive audience. Just as we can turn off the television should we not like the programme—so adult education students have the choice of tuning up for classes each week or staying away as they please. In addition to this, there is the economic necessity of requiring 15 students a class before a teacher can obtain local authority permission to run the course for 10 weeks.

The sheer versatility and "magic" of crochet is once again attracting the public to the doors of adult education. The past six years have seen the Morecambe Adult Education Centre produce an original curriculum within a flexible framework, surviving seven major problem areas frequently found in teaching non-vocational adults. These are:

Age: up to date the classes have seen 16 and 67-year-olds working amicably together. Manipulative skill differential: typists with flexible fingers and people with acute arthritic joints, can and have successfully kept pace with each other throughout the course.

Variations in industrial experience and occupations: one class alone saw the enrolment of students employed as barmaids, clericals, doctors, teachers, garage attendant, cleaner, office workers and housewives. Diversity of upbringing and present economic differences: this becomes noticeable to the astute teacher in the types of yarn used and the delays or speed with which garments are made. It is easy, however, to put this speed variation down to incompetence on the part of the student when the delay is in reality caused by lack of money.

Span of intellectual reasoning: it has been proved possible to keep doctrinaire and educationally sub-normal students on the same programme and at the same rate without boredom if the student grasps an idea quickly, or without having the slower student lagging behind.

Motivation behind the initial enrolment is multifarious, even so there is one thing the teacher can be sure of, i.e. all students are there to learn crochet in a beginners class and all students are interested in crochet in an advanced class.

The difficulty of accruing information about the students prior to the commencement of classes has proved to be a negligible problem with the age fall-off and any such fall-off occurring during the first three weeks.

The method of teaching used is a 2-10 minute welcoming period, commenting on "homework" and a cursory look at any problems in a 10-15 minute demonstration period of the new idea based on previous skills followed by the students working practically on this idea as a group. Once the idea is grasped it is laid aside and the students work on whatever project they have in progress.

The slower student may take the whole two-hour period on the sample piece while the quicker student may grasp it in a few minutes. The skill is reinforced for homework, each student brings a sample piece to class the following week for inclusion in their notebook. It is often difficult to break practical subjects into single subject classes because of the pre-requisite by the local authority of 15 students to be enrolled before a class can run and thus a "general" class. However, Morecambe Adult Education Centre decided to include a beginners' "crochet class" in its 1973 prospectus on an experimental basis because of the revival in crochet still in a period of rapid expansion. Initial enrolment, good attendance throughout, the three years plus outside inquiries showed there was a need for this type of class within the area.

Students were still not satisfied in their thirst for yet more "modern" crochet and hence an economic short course was run in July 1977 at the Morecambe Centre attracting students as far afield as Glasgow, York, Wales, Surrey.

A second summer school was run in July 1978 once more attracting the television and press. A major educational feature of these schools is a cooperative college where each member of the course completes a piece or pieces of crochet which are assembled on the final morning. Visiting lecturers are also invited to make their contribution regardless of whether they have crocheted before or not. The final work of art at this five-day summer school was an impressive 8ft by 4ft 4in "stained-glass" effect arch window which proudly adorns the centre.

Because of the work carried on in Morecambe there is to be a residential course for teachers of crochet at the Lancashire Residential College, Chorley in the coming September and three national magazines plus trade magazines are covering the activities of crocheters in Morecambe throughout 1978/79.

If anyone needed proof that there is a real need for crochet as a therapy, a leisure activity, a true craft, a stimulating art form and as a medium for design, searching out latent qualities in unsuspecting students—we at Morecambe can provide it.

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## Book reviews

### LOOK IT UP

Batsford Encyclopaedia of Crafts. H. E. Laye Andrew Batsford, £8.50. 0 7134 0563 5

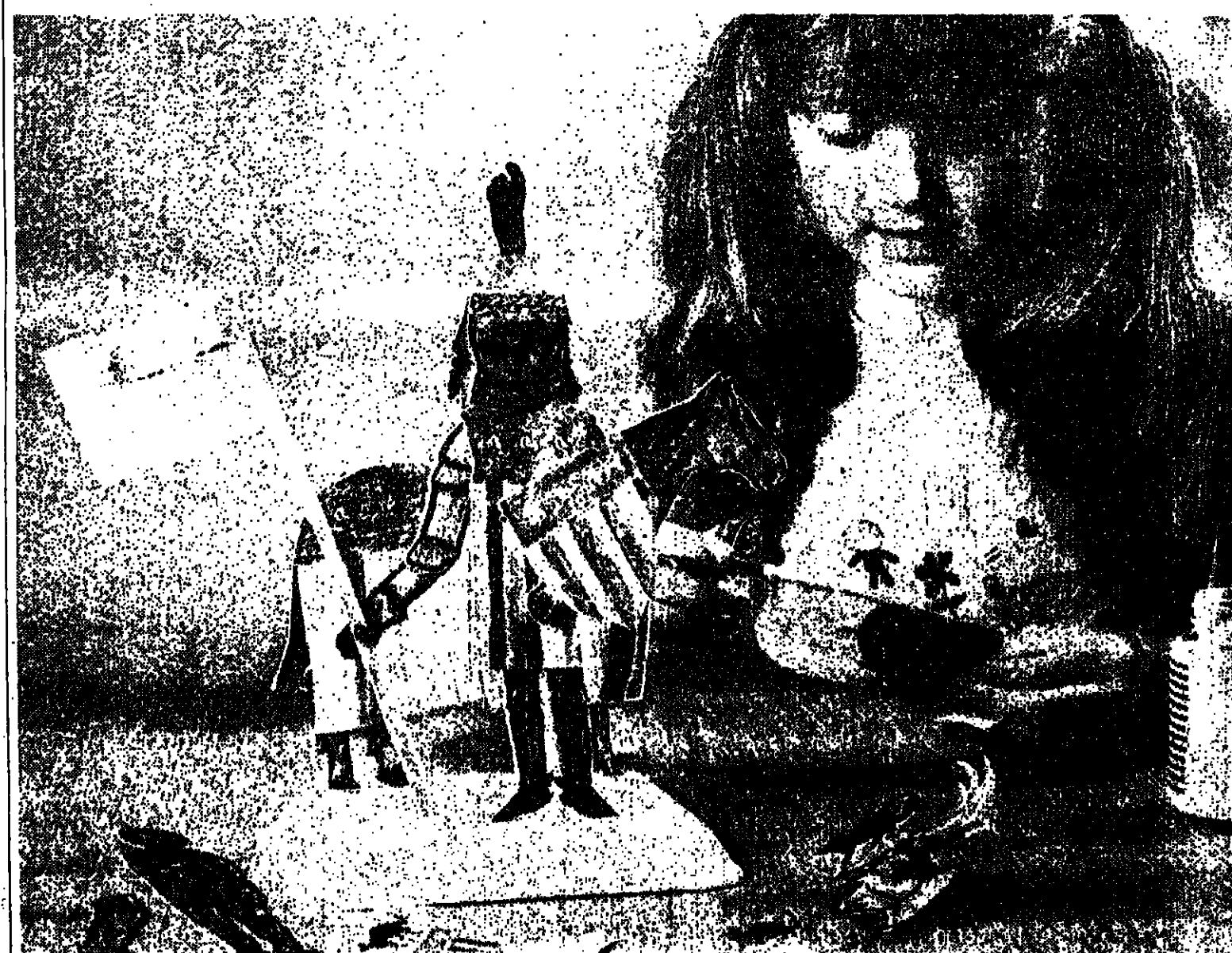
Unlike some other craft books, the Batsford encyclopaedia does not set out to present novel ideas or serve as a stimulus to creativity, although most craft enthusiasts will find it stimulating. It describes techniques, tools and materials and lists them alphabetically for easy reference. There is a refreshing practicality about its text which is often missing from craft books in general. The entry for adhesives, for instance, not only lists what joins what, but mentions if a glue will wash out of clothing, even when dry. Describing built, the text emphasizes that the way must penetrate right through the cloth, and explains why. It even anticipates the qualms of the nervous with reassuring phrases such as "as the plaster is setting it gets quite warm. Do not become alarmed", and forestalls the care-

less with advice on what to do with wet paste brushes.

Some techniques are described more fully than others. There is a lengthy section, for instance, on puppets, which has excellent diagrams to show the jointing of wooden marionettes, including six different ways of making hip joints. There are also very good entries for such subjects as marquetry, screen printing and weaving. On the other hand spinning is only mentioned in passing and hula hoop is inadequately described. Generally speaking, all the needlecrafts are poorly served, the only entry under the letter "N" being "nails".

Apart from this omission the book covers most of the traditional and modern craft techniques. Among the traditional are processes such as straw-work, pokerswork and quilting. The more modern ones include Pop Art and working with lasers. Each entry is well illustrated with drawings or photographs, and most of them include suggestions for further reading. At the end of the book a series of appendices begins with an examination of the structure of craft processes and continues with conversion tables, translations of the names of artists' colours, degrees of permanence of colours and addresses of stockists in Britain and abroad. There is also a list of museums which contain interesting collections of craft items.

Roan M. Young



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If we expect teachers to take part in curriculum development, a suitable scheme must be devised to ensure that they have the time and necessary resources to meet the demands being made on them

## WHO IS COUNTING THE COST?

By Keith Jennings

In recent months, teachers of craft, design and technology, have been bombarded with advice directed at changing the curriculum. Official reports, recommendations from professional associations, books from eminent authors, Schools Council materials and changes in exam syllabuses at all levels have been thrust upon the teaching profession. Unfortunately, rather than having the desired effect of curriculum development, the signs are that curriculum confusion has been the result.

In the past, it was a relatively simple matter to establish who controlled the curriculum but today it seems that a variety of agencies are involved and all too frequently their demands are in conflict. The volume of paper which is being distributed in an attempt to promote sectional interests is immense. One must, however, question its effectiveness and indeed, in some instances, the harm which can be done.

Many of the recommendations, reports, books and new materials, are never seen by the teacher and often much of that which reaches its destination merely receives the consideration which it deserves. This is hardly surprising, the teacher in the workshop, studio or classroom is a busy individual and the working day is long. From the reading time which may now become an essential job requirement? Where is he to obtain the necessary finance to purchase much of the important material?

Reductions in local education authority spending mean that much of this material is now available through capitalism. Is it, therefore, realistic to expect teachers to finance from their own pockets something which should be a charge on the educational budget?

If we are to expect teachers to take part in curriculum development, a suitable scheme must be devised to ensure that they have the time and the necessary resources to meet the demands that are being made upon them by pupils, parents, employers, higher education and society in general. As a nation, we subscribe to the importance of our educational system, yet the physical support we give to our teachers is limited.

Most local education authorities, within the limits of their budgets, run a wide ranging in-service courses, the Department of Education and Science organizes excellent national courses and professional teacher associations arrange frequent courses and conferences. All these initiatives

are of vital importance, but they are only scratching the surface of an enormous need.

More often than not, teachers engaged in a re-examination of the curriculum are the committed, the ambitious and the enthusiastic. All too infrequently does this activity embrace the entrenched, the disillusioned or the traditional members of the teaching fraternity who are often quite happy to remain blissfully unaware of the major developments which are taking place around them.

How then can we devise a system which will maximize the educational opportunities available to our young people? How can we acquaint all teachers with the recommendations and ideas that are currently being promulgated? What, indeed, are these ideas?

At the present time it is possible to discern four major areas of activity which are affecting teachers and their work: design and technology, design and industrial public concern about what is taught. This has led to an examination of the aims and objectives which has brought about a review which has brought about an associated examination review. All of these developments must be placed within the framework of the recent effects of legislation.

The Manpower Services Commission in their report *Training for Skills* suggested a programme of action to develop a comprehensive manpower policy and this was reinforced by the Engineering Industry Training Board's proposals for a school-linked future engineering craft apprenticeship training. A number of reports from those concerned with industrial design also signalled the interest that industry's motives, particularly when one is aware that their major preoccupation is self survival and not general education.

The curricular review was long overdue and sought to clarify and consolidate many of the trends which had seen the subject title change from handicraft to that of craft, design and technology with the associated change in philosophy and appropriate learning and teaching strategies. Many Schools Council projects, both past and present, contributed to this change of emphasis and never was the time ripe for educationists to assess current practice particularly in the light of industrial teacher shortages, financial restraint, and the public outcry

relating to the need for citizens to be made more aware of the value of designing and making in a technological society.

The review of examinations at 16-plus, 17-plus and 18-plus seems to have taken place with little enthusiasm from the teaching force. Many teachers appear to hold the view that the major decisions regarding work have been resolved. This seems an unhappy state of affairs, particularly in view of the radical syllabus changes which the new proposals seem to suggest. It will be too late, if teachers complain about the effects when all the discussions have taken place and the new system become operative.

An example of this type of situation has arisen recently with the effect of legislation on health and safety. The teaching force were remarkably silent with being dismissed but now that they are becoming aware, four years too late, of their obligations and legal responsibilities, the situation has increased. If only teachers had involved themselves in the debate at an early stage, the implications relating to machine safety training, equipment guarding and codes of practice could have been well planned for and well under way by now.

Similar comments could be made about the Sex Discrimination Act and other legislation which impinges on the education service. However, to be fair to the teachers, all these requirements depend on and money, both of which, unfortunately, are in short supply.

It is in the interests of all concerned with education through craft, design and technology that the teachers be brought to bear on the technical matters to ensure adequate in-service training programmes and staff development policies which are national, local or school based according to needs.

Only an informed teaching profession, brought about by frequent release from teaching commitment and the opportunity to take part in relevant training and related discussions, will ensure the necessary curricular reforms. Alongside this, there would seem to be a need for national and local authorities to inform the vociferous public of the constraints under which many teachers have to operate.

Keith Jennings is president of The Institute of Craft Education and chairman of The Confederation of Design and Technology Associations.

## DESIGN AND THE COMPUTER

By C. K. Clutterbuck

It is indisputable that today's technological revolution requires massive amounts of supporting information. It is obvious that the aspects of this information cover a vast range of subjects.

It is becoming more and more accepted that processing all this information can only be done by computer as the demand by specialists and the general public increases.

What does not appear to be sufficiently accepted, as yet, is the need for qualified designers, particularly graphic designers and typographic designers, to become familiar with, and work with computers, to ensure that their output is well presented and socially acceptable, rather than being just technically satisfactory machine production.

As the communication of information becomes more and more important, it is a worthwhile idea whether or not they are entirely satisfactory.

For instance, instruction books are among the most used form of information today and everyone will be able to produce some wherein will have found ambiguous text—ambiguities probably because of the use of unfamiliar technical terms, or "jargon", and illustrations or diagrams that are badly presented or quite inadequate in detail.

The tremendous increase in the use of computers to process information, with, if not subjected to the application of design standards, become a veritable jungle of mystifying paper-work.

Manuals of any aspect of computing, for instance, are among the worst examples of information that one often encounters. "Baffling", not in English but in what Raymond Baxter of the BBC has aptly described as "Transatlantic Gobbledygook".

Computer Graphics—the Designer's Challenge

The problems of compiling unambiguous text matter require the expertise of the technical author.

The problems of presentation of abstract and the creation of explanatory illustrations and diagrams, rest squarely on the shoulders of qualified information designers.

Accepting that information will, in the future, be mainly processed by computers, its design will range

from complex sophisticated scale perspective simulations of engineering or structural projects, to day-to-day items of necessary paperwork (word-processing as it is now called) produced by electronically equipped offices.

Between these two extremes of information lies a vast range of "computer graphics"—that is, the work produced by some computer method.

Professional Practice

Computer-aided design is a well-established professional practice whereby the mathematical capabilities of computer processing are used for calculating, quantifying and similar evaluations that are necessary to determine the final shape, size and material of some engineering, architectural or structural project.

What is not so well established as a professional practice is design for the more general purpose by today's computers—the video displays on television-type screens and masses of paper work used in every-day applications from banking to

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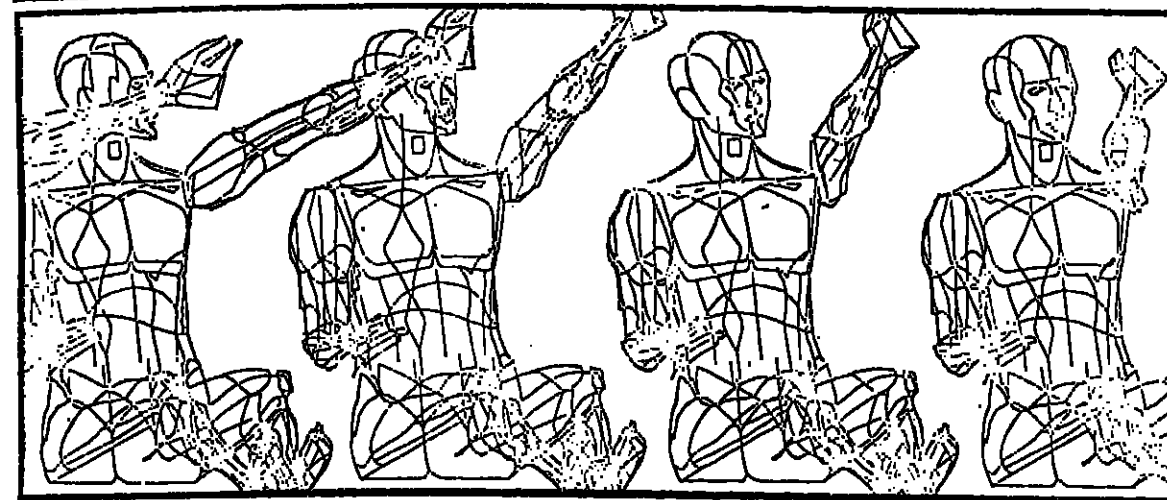


Fig. 1. Designed by artist/designers in 1960, this human figure was used by Boeing Aircraft engineers to determine the ergonomics of pilot cockpit design.

### "Design and the computer"

Continued from page 44

vehicle registration; from newspaper printing to pattern-making for woven fabrics; from animation sequences for film and television to automatic stage lighting.

The use of computer-aided design and design for computing overlaps in many instances because of the difficulty of representing by numbers (used by computers) the three-dimensional spatial problems that face architects and engineers—and others, and the need to present many other numbers and figures to a public audience, often unfamiliar with any aspect of computer processing.

This overlap was recognized as far back as 1960 when commercial artists teamed up with Boeing Aircraft engineers to solve ergonomic and operational problems in the design of new aircraft cockpits. (Fig. 1.)

The engineers knew the problems of an aircraft pilot in mathematical terms. The artists understood the details of the human figure in ergonomic terms. The artists produced a compilation of human figure details that could be quickly drawn, in any desired position, by a computer-controlled drafting machine.

Now, any movement by the pilot could be simulated and the engineers given a precise visual answer to their design problems.

This "simulation" by the use of the geometry of scale perspective drawing is used in very many different applications today, but there is still an enormous potential in other directions, for artists and designers to become accustomed to actively involved with computing to exploit the computer's capability of producing infinitely variable and accurate-to-scale visual imagery.

From Specialist to Mass Market

The Boeing animated man and similar projects are at one end of the professional scale of designing for computing. At the other end of the scale are the ever-increasing number of items, common-place today, in which computer-produced numbers and words must appear in specific places on pre-printed paper work—an insurance statement or a driving licence are familiar examples. (Fig. 2.)

Here, the typographic designer's skills are required in both the production of the pre-printed stationery and the formatting of the computer print-out. When the designers with some knowledge of computer processing exercise their aesthetic controls over the com-

puter, the result is an acceptable item of information which is easily understood by the recipient who may have no knowledge of computer principles. Without the expertise of the typographic designer, the result could well be merely an item of machine output, difficult to interpret.

The complicated specializations of computer simulations for engineering projects, and the day-to-day output of office paper work are, however, only two out of very many necessary applications of computer information processing all requiring the logic and aesthetic value judgements of artists and designers, particularly graphic and typographic designers.

Educational responsibilities

In educational terms, keeping up with this technological revolution can be a daunting prospect. Every primary school pupil will be experienced "button-pusher" and "knob-turner" even before their first day at school. Although they may never be experts in the technology that lies behind the buttons and knobs, they will grow up into a world that relies on such "pushing" and "turning".

Computing practice must be spread throughout the disciplines of a school or college, whether or not these disciplines rely on numeracy. Design and the visual and tactile arts generally must now have considerable priorities.

Using the Boeing man again as an example, producing this aid to design by computer called for the knowledgeable application of human figure drawing and the geometric principles of perspective drawing. Perspective drawing has been

an unpopular, seemingly "outdated" practice for some years. The subject must be reappraised and along with other technical drawing skills, adapted to the requirements of the 1980s.

The fact that perspective geometry lends itself to computer processing means that it should have a priority place in drawing and illustration studies.

Legibility and forms of letters and words, as well as the correct use of words (neglected arts in the past), are also subjects which are being revived today. The author describes how they were made and includes examples of how these crafts can be used today.

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Information is now, and will increasingly become, a major professional activity. To be really effective the communication of this information will depend on skilful visual presentation of words and pictures. Information design, therefore, must become a main study for many students while all others should have some capability or appreciation of the subject to support their main study, whether it be engineering, languages, geography, a science or any of the arts.

By this emphasis on design, fears and misgivings about computer processing can be overcome. Computer processing then, instead of being only the unavoidable output of an "electronic" "master-mind" will become socially acceptable—a positive and essential benefit.

C. K. Clutterbuck is senior lecturer in technical and computer graphics at Bristol Polytechnic and an executive member of the National Society for Art Education.

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Fig. 2. Detail from an example of "word processing". Pre-printed stationery, designed to accept alphanumeric details, produced by computer controlled electronic office equipment.

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## BATSFORD

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### Innovation in Craft

DEVELOPED BY GROUPS OF TEACHERS IN THE INNER LONDON EDUCATION AUTHORITY. INITIATED BY THE ILEA DESIGN AND TECHNOLOGY INSPECTORATE.

A new project in craft and design education, consisting of a number of different 'modules', several of which are already being used in ILEA schools. Each module comprises a pack containing 'Teacher's Notes' and two well-illustrated pupils' workbooks. The workbooks are also available separately.

### Available shortly—PLASTICS

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Inspection copies for teachers from

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## Arnold Art Materials It's part of our craft to make the best.



E. J. Arnold offer a comprehensive range of paints, printing inks and equipment to meet the need in schools for high quality art materials at sensible prices. Since we make so many of our products, the emphasis is always on quality and we can set our own standards while still retaining very reasonable prices. The Arnold range includes:

Freeflow—a high quality, ready mixed colour with particularly good covering power and real economy of usage.  
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Alcoryl—a top-quality, heavy-duty, viscous P.V.A. medium.  
Multiplast—a smooth, water-based printing ink in an extensive range of fully intermixable, quick-drying colours.  
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Screen Printing—Arnold offer a complete range of Screen Printing materials, including a wide range of Arnold/Coates spirit-based screen printing inks, quality textile printing inks, and a comprehensive range of materials for photochemical work.

For full information on these and other Arnold Art and Craft Materials, please refer to the Arnold Art and Design Catalogue, or return the coupon to the Sales Manager, Art Materials, E. J. Arnold & Son Ltd., Bortrey Street, Leeds LS10 1AX. Telephone: (0532) 442944.

Please send details of Art and Craft Materials ☐ Screenprinting ☐

Name

School

Address

Type of school: Infant ☐ Junior/Primary ☐ Secondary. Delete those not applicable.

TES/AM

## Arnold Art Materials







# Secondary Vacancies

The Authority would be pleased to receive applications from experienced teachers who are qualified in the following subjects:-

**Design and Technology**  
**Home Economics**  
**Mathematics**  
**Needlecraft**

Appointments will be made to a scale 1 post in the Authority's general teaching service, Inner London Allowance (£402) payable in addition to the Burnham salary.

For the appropriate application form please write to the Education Officer (T22), Room 67, The County Hall, London SE1 7PB, stating whether the application is for a first appointment or not, or you are welcome to telephone 01-633 2101 for further details.

## BOROUGH OF HARINGEY

### PERMANENT SUPPLY TEACHERS

Required as soon as possible

Applications are invited from experienced teachers for appointment as full time supply teachers in Secondary Schools.

Applications will be particularly welcomed from candidates with experience in the following subject areas:

Mathematics  
Science  
Technical Studies  
Modern Languages

These appointments will be to the Borough's full-time permanent staff, and could carry Burnham Scale 2 rates.

Applicants must be prepared to serve at any secondary school within the Borough, possibly for short periods, and to be moved at short notice.

London Allowance (£474) payable.

Forms of application (S.A.E.) available from the undersigned to be returned to this office by 10th November, 1978.

Chief Education Officer, Education Offices, Somerset Road, N17 5EH.

## Lancashire County Council

### LANCASHIRE EDUCATION COMMITTEE

Closing Date: 6th November, 1978.

#### Secondary Schools

Secondary/tertiary details from and returnable to the Head Teacher at the School, S.A.E. please.

### SECONDARY SCHOOLS

#### DEPUTY HEADSHIP

COLNE, SS. J. FISHER & T. MORE R.C. HIGH SCHOOL, Gibfield Road, Colne, Lancs. (11-12).  
Required January, 1979, or earlier if possible.

#### HEAD OF DEPARTMENT

WEST BARK HIGH SCHOOL, Yeadon, West Yorkshire.  
Required January, 1979, or earlier if possible.

#### SCALE 2 POSTS

BURNLEY TOWNLEY HIGH SCHOOL, Townley Holmes Road, Burnley, Lancs. (11-12).  
Required January, 1979, or earlier if possible.

#### SCALE 1 POSTS

WIDEN TOWNLEY HIGH SCHOOL, Widen, Lancs. (11-12).  
Required January, 1979, or earlier if possible.

#### SCALE 1 POSTS

WIDEN TOWNLEY HIGH SCHOOL, Widen, Lancs. (11-12).  
Required January, 1979, or earlier if possible.

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#### SCALE 1 POSTS

WIDEN TOWNLEY HIGH SCHOOL, Widen, Lancs. (11-12).  
Required January, 1979, or earlier if possible.

## SECONDARY

continued

### WILTSHIRE

WILTSHIRE COUNTY COUNCIL  
Applications are invited from suitably qualified teachers for the following posts in the Authority's service to commence on 1st January, 1979, unless otherwise stated. All posts are Scale 1 unless otherwise specified. An asterisk before the school name indicates a social priority school.

### CENTRAL OFFICE APPOINTMENTS

(Director of Education, Princess House, Princess Way, Swanscombe)

### Special Education

An ADJUSTMENT CLASS TEACHER to be based at PENTRECHWYTH ADJUSTMENT UNIT, PENTRECHWYTH ROAD, PENTRECHWYTH, SWANSEA. Scale 2 and a special class allowance will be paid if the person appointed possesses a Diploma in Special Education, otherwise Scale 1 and a special class allowance will be paid. (Post Ref. OD/1.28.78.)

### DISTRICT 1 (SWANSEA WEST AND GOWER)

APPOINTMENTS (Mr. A. D. Peacock, District Education Officer, Princess House, Princess Way, Swansea)

### Secondary Education

GOWERTON COMPREHENSIVE, CECIL ROAD, GOWERTON, (Mixed) (11-14 on roll) (Age Range 11-18 years). For HEAVY CRAFT including motor maintenance, bricklaying, concrete work, plastic work and general workshop activities. (Post Ref. 153/2.28.78.)

### Primary Schools

MAYALS PRIMARY, FAIRWOOD ROAD, WEST CROSS, SWANSEA, (MIXED) (234 on roll) (Age Range 4-11 years). To teach in the nursery/infant age range. Applicants should be able to teach MUSIC. (Post Ref. 153/2.28.78.)

### DISTRICT 3 (GORSEINON)

APPOINTMENTS (Mr. D. V. A. Jones, Acting District Education Officer, The Institute, 42 Lime Street, Gorseinon, Swansea)

### Secondary Schools

Mynyddbach Comprehensive, Heol Du, Treboeth, Swansea (Girls) (1,389 on roll) (Age Range 11-18 years). To teach ENGLISH across the ability range up to C.S.E. and "O" level. Required as soon as possible. (Post Ref. 35/5.28.78.)

### Primary Schools

GWYRYSDD INFANTS, PARKHILL TERRACE, TREBOETH, SWANSEA (MIXED) (244 on roll) (Age Range 3-7 years). Required as soon as possible. (Post Ref. 35/20.28.78.)

### DISTRICT 4 (MORRISTON)

APPOINTMENTS (Mr. D. James, District Education Officer, Neath Road, Morriston, Swansea)

### Secondary Schools

Cwmawr Comprehensive, Pontardawe (Mixed), (1,820 on roll) (Age Range 11-18 years). An honours graduate is required to teach Biology to C.S.E. and "O" level and Zoology to "A" level. (Post Ref. 45/7.28.78.)

### Primary Schools

Ystralyfera (Mixed), (1,240 on roll) (Age Range 11-18 years). An honours graduate is required to teach GEOGRAPHY to "A" level. Scale 2. This subject is taught through the medium of Welsh. (Post Ref. 45/8.28.78.)

### DISTRICT 5 (NEATH)

APPOINTMENTS (Mr. B. Tashara, District Education Officer, Cadogan Road, Neath)

### Primary Schools

Cilffriw Infants' School, Cilffriw, Neath (Mixed) (60 on roll) (Age Range 4-7 years). Ability to teach with the teaching of Welsh would be an advantage. (Post Ref. 55/9.28.78.)

### DISTRICT 6 (PORT TALBOT)

APPOINTMENTS (Mr. E. Jones, District Education Officer, 40 Talbot Road, Port Talbot)

### Primary Schools

St. Joseph's R.C. Junior, Nobel Avenue, Port Talbot (Mixed) (221 on roll) (Age range 7-11 years). (Post Ref. 55/11.28.78.)

### Application forms and further particulars of specific posts are available from the addresses shown on receipt of a completed, addressed, stamped envelope, quoting the closing date.

### CLOSING DATE: 1st NOVEMBER 1978

### Mr. E. Jones, Director of Education

## WILTSHIRE

continued

### WILTSHIRE

WILTSHIRE COUNTY COUNCIL  
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### DISTRICT 1 (SWANSEA WEST AND GOWER)

APPOINTMENTS (Mr. A. D. Peacock, District Education Officer, Princess House, Princess Way, Swansea)

### Secondary Education

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### Primary Schools

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### DISTRICT 3 (GORSEINON)

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### Secondary Schools

Mynyddbach Comprehensive, Heol Du, Treboeth, Swansea (Girls) (1,389 on roll) (Age Range 11-18 years). To teach ENGLISH across the ability range up to C.S.E. and "O" level. Required as soon as possible. (Post Ref. 35/5.28.78.)

### Primary Schools

GWYRYSDD INFANTS, PARKHILL TERRACE, TREBOETH, SWANSEA (MIXED) (244 on roll) (Age Range 3-7 years). Required as soon as possible. (Post Ref. 35/20.28.78.)

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## WILTSHIRE

continued

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### Mr. E. Jones, Director of Education

## WILTSHIRE

continued

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### Primary Schools















**WEST SUSSEX**  
MID SUSSEX AREA  
OAKMEADS SCHOOL,  
Station Road, Burgess Hill,  
Sussex

From and details from the teacher on receipt of S.A.E. clone applicants will automatically be considered.

**WEST SUSSEX**  
**MID SUSSEX AREA**  
**WALD SCHOOL**  
Station Road, Billingshurst, West  
Sussex  
1-1/2 m. from rural comprehensive  
school.  
Reopened January, CHEMIST  
teach throughout school to  
11th level. Some physics held  
in 11th level. Combined science led  
to separate sciences in 12th level.  
The post could be filled  
part time, temporary or permanent.  
Apply by telephone (Billingshurst).

the Head Teacher.

**WEST SUSSEX**  
**SOUTHERN AREA**  
**TARDING HIGH SCHOOL,**  
Hortory Road, Worthing  
12 to 16 Boys' Comprehensive  
(700)  
Enrolled January, GRADUATE  
TEACH PHYSICS to C.S.E.  
"O" levels. Ability to  
another Science an advantage.  
Apply directly, with S.A.T.C.

**WEST SUSSEX**  
**NORTH EASTERN AREA**  
**THOMAS BENNETT SCHOOL,**  
Ashdown Drive, Mucklow, Tring,  
Hertfordshire. Herts. SG13 7JF.  
Enrolled January, 1981. 150  
pupils. In this well established  
comprehensive. P1(19)C1B1  
C1B1M1ST to contribute their  
specialism to teaching of  
level) and C.S.P. Integrated St  
and separate disciplines to  
level. Well established depart  
Excellent facilities, including

laboratory and full ancillary  
unit. Possibility of Scale 2  
for suitable applicant.  
Favourable housing scheme  
London Fringe Area Allowance  
Application to Head Teacher  
in two referees.

**WIRRAL**  
Metropolitan Borough of

**MOSSLANDS SENIOR**  
**COMPREHENSIVE SCHOOL**  
Mosslands Drive, Wallasey  
Merseyside

**Social Studies**

**Heads of Department**

**ESSEX**

**THURSTABLE SCHOOL**  
(Ref. 1,020)  
Maypole Road, Thirre,  
Chelchester CO5 0FW  
Tel.: 0464 816723

**HEAD OF SOCIAL STUDIES**

Scale 3 or 5. Temporary  
past for one or two terms  
take charge of area informal  
personal and social culture  
tion with community involve-  
ment. Route C.S.I. I  
education work. Scale 1  
according to qualifications  
experience. Expanding in  
comprehensive school. In-  
tional standards of work  
conduct. Vacancy due  
promotion.

Letters of application  
life/assistant  
qualifying

**Other Posts on  
Scale 2 and above**

**SUFFOLK**  
**COUNTY COUNCIL**  
NATION LEATH HUGH SCHI  
11-16. Hall 1,340  
Nation Road, Ipswich  
Road, Trachur, Mr. V. Brook  
Road, Trachur, 1020 07

**Scale 1 Posts**

**CAMBRIDGESHIRE  
SOCIAL STUDIES  
HITCHIN HINDLEDOKE SCHOOL**

**DERBYSHIRE**  
**JOHN PORT SCHOOL**  
Elvetham  
(Co-educational Comprehensive)  
1,450 pupils—70 in Sixth  
Form in pleasant grounds six  
miles from Derby.  
A well-qualified MASTER  
TEACHER will be required in J.  
to teach in the school's Mod-  
ern Languages in Social Studies  
and English. 1 syllabus in Environ-  
mental Studies for Years 4 and 5.  
Apply to the Headmaster.

**HILLINGDON**  
London Borough of  
**ROTHBOURNE SCHOOL**  
Rothbourne Gardens, Russell  
HA4 5TB  
(Number on roll 881-72 in  
Sixth Form)  
Head Teacher: J. L. RUBBS, M.  
Required for January 1979.  
121/19 of 1964(4). At 11/12  
some JUNIOR ENGLISH.

to offer Junior History or  
to offer an added economics  
This is a temporary appoint-  
until 31 August, 1970, with  
ability of it becoming normal  
Application forms from an  
jurisdiction to the Head  
Please enclose a stamped ad-  
envelope.  
London allowance payable.  
**LONDON, E.7**  
**ST ANGELA'S UPSHULNE**  
CONVENT  
Contact Date, London, E.7  
Requires a minimum of a Teacher  
SCHOOL, 1970-1971. "A"

and C.S.B. levels. Scan 2  
available for suitable submission  
an all-girls Comprehensive  
1870 on roll.

Any combination of craft sub-  
jects.

Please write direct to the  
Headmaster, stating your quali-  
fications and naming the place.

**THE SANDON SCHOOL**  
(founded 1693)  
Molrains Lane, Great Smeeth,  
Cheshamford.

**WOODWORK AND  
TECHNOLOGY**

**TEACHERS of Women's and Technology** for January. Each 2 stipend for suitably qualified persons. Application forms and other particulars may be obtained from the Head of the School to whom completed application forms should be returned (closing date 15th Dec 1984).

ST. JOSEPH'S H.C.  
COMPREHENSIVE SCHOOL,  
Trodgar Park, Newport, Gwent  
(required for January 1979)  
TEACHER to join Deaf and  
Hearing teams working in special  
environment. To teach GRAM-  
MAR—Metakwork. Words  
and Engineering Metakwork  
and C.S.E. levels.  
Application form and further  
info available from, and to be  
turned in, The Headmaster,  
Joseph's Comprehensive Sch

**HERTFORDSHIRE  
COUNTY COUNCIL  
EAST HERTS DIVISION  
CHERRHUNT SCHOOL  
Windmill Lane, Cherrhunt  
[28 9AT]  
(910 mixed: 145 talking  
Advanced level)**

**Required:** In January, a **TEACHER** to contribute in the fields of **DRAFT DESIGN** and **TECHNOLOGY**. A full range of work up to and including "A" level is done. Newly constructed and equipped technical/design department with extensive facilities. Please state any other subjects and/or extra-curricular activities offered. **London Allowance £159.** Temporary teacher for

**HOUNSLOW**  
(London Borough of)  
**EDUCATION COMMITTEE**  
Education Department, The Civic  
Centre, Lionston Road, Hounslow  
TW3 4DN  
**LONGFORD SCHOOL**  
Tarlton Road, Hounslow, Middlesex TW4 6JH

Headmaster: Mr. C. C. L. Whiddu  
J.P.  
Required as soon as possible.  
Design and Technology Department  
—Scale 1.  
An enthusiastic all-round TEA  
TEACHER to join a young prog  
live team of six in the Design &  
Technology Department.  
The Department runs general,  
educational, mixed ability progr  
ams in conjunction with the li  
Economics Department in the 1  
three years and then offers

Following courses depending on pupils' ability and options: T. Wood/Metal, Motor Vehicle Studies, C.B.E., T.D., Design and Technology, London University.

**A Levels** All aspects of the subject are covered in the two Wood/Metal, Motor Vehicle Engineering Laboratory and two Drawing (three of which are extremely well equipped) and of modern construction.

Leamford School is a fully developed eight-form entry comprehensive based on a School Council (Senior Tutor) and a School Council (Junior Tutor).

London Allowance £247 p.a.  
 Closing date: 31st November 1981  
 Letters of application to the  
 Institute for the Head Teacher  
 of the school, giving details of expe-  
 rience, experience and home  
 addresses of two referees (also  
 addressed to the school) en-  
 closed.  
 A. Groves, Director of Education

Required for January, 1979  
NEW HEYS COMPREHENSIVE  
MIXED SCHOOL  
Heath Road Liverpool L19 4T  
ASSISTANT FOR  
GEOMETRICAL AND  
ENGINEERING DRAWING  
SCALE 1/2  
Ability to teach civil a  
advantage. Brats a post av  
able for suitable qualified p

experienced candidate. (Quot  
Ref. P + M 8506).  
**SHOREFIELDS**  
**COMPREHENSIVE MIXED**  
**SCHOOL**  
Dingle Vale, Liverpool L18 6S  
**ASSISTANT FOR**  
**METALCRAFT, WOODCRAFT**  
**AND TECHNICAL DRAWING**  
**SCALE 1/3**  
To teach one or two of U


Application forms available from (S.A.E.) and returned to the Head Teacher at the school by 6th November 1978.

**OF**

schools.

to specific schools as teacher. (Scale 1 posts). £327 per annum. assistance with removal temporary housing and two

Model EN1 3XQ, to be  
able.



specific schools as  
r. (Scale 1 posts).  
7 per annum.  
ance with removal  
y, housing and two

tainable from the  
s. 56, Civic Centre,  
EN1 3JQ, to be













# HERTFORDSHIRE COUNTY COUNCIL

**HERTFORDSHIRE COLLEGE OF AGRICULTURE & HORTICULTURE**  
Oaks, St Albans  
Applications are invited from suitably qualified graduates for the post of

## PRINCIPAL

The vacancy arises as a result of the retirement of the present Principal, Mr E. C. Pelling, and it is hoped that the successful candidate will be able to take up the appointment next September.  
The College is situated on the Halford Road two miles east of St Albans and the post offers a good deal of scope to candidates with particular interest in the development of agricultural and horticultural education. The appointment will be made within the salary range £8,202-19,069 plus London Fringe Allowance £159.  
Further details are available from the County Education Officer (Ref. GMM), County Hall, Hertford, SG13 8DF, to whom applications should be submitted by 9 November 1978.

# NORTH YORKSHIRE COUNTY COUNCIL

## VICE-PRINCIPAL

### SCARBOROUGH TECHNICAL COLLEGE

Applications are invited for the above post which will be tenable from 1 May 1979 (or sooner, if possible). The College is a non-selective day school for boys and girls, approximately one mile from the centre of Scarborough and offers a wide range of courses in Engineering, Construction, Catering and Health, Business Studies and Arts and Adult Education.  
The salary will be in the range for Group 5 Colleges, currently £9,375 per annum.  
Further details are available on receipt of a stamped addressed envelope from the County Education Officer, County Hall, Northallerton, North Yorkshire, DL7 8AE. Completed applications should be returned by 10 November 1978.



Metropolitan Borough Council

# Warley College of Technology

## Principal

Applications are invited for the post of Principal of the above College, which is in group 5 (group 6 anticipated at next review) and has five departments.  
Forms and particulars available from Director of Education, Personnel Section, P.O. Box 41, West Bromwich, West Midlands, B70 8RG.  
G. A. Brindson  
Director of Education

# SHROPSHIRE EDUCATION COMMITTEE

## SHROPSHIRE FARM INSTITUTE

### PRINCIPAL

Applications are invited for the post of Principal of the Shropshire Farm Institute from 1st September, 1979. Candidates should possess a degree or diploma in agriculture, and have appropriate experience in agriculture and education. The Principal is the Committee's senior agricultural officer, and has a general responsibility for the whole programme of full-time and part-time agricultural and horticultural education. The salary is on the Shropshire Scale for Principals of colleges of agriculture (£9,938-20,938). A house is provided. Travelling and subsistence allowances are paid in accordance with the Council's rules.  
Application forms and further particulars may be obtained from the undersigned returnable by 24th November, 1978.  
J. Boyers, County Education Officer,  
Shrewsbury, Abbey Foregate, Shrewsbury



# Mathematics

## Herts of Department

**KENT**  
HERTFORDSHIRE COLLEGE OF AGRICULTURE & HORTICULTURE  
Oaks, St Albans  
Applications are invited from suitably qualified graduates for the post of

## Other Assistants

**BERKSHIRE**  
HARTFORDSHIRE COLLEGE OF AGRICULTURE & HORTICULTURE  
Oaks, St Albans  
Applications are invited from suitably qualified graduates for the post of

## Other than by Subject Classification

**BERKSHIRE**  
HARTFORDSHIRE COLLEGE OF AGRICULTURE & HORTICULTURE  
Oaks, St Albans  
Applications are invited from suitably qualified graduates for the post of

## Modern Languages

## Herts of Department

**RURBY**  
HARTFORDSHIRE COLLEGE OF AGRICULTURE & HORTICULTURE  
Oaks, St Albans  
Applications are invited from suitably qualified graduates for the post of

## Other Assistants

**BUCKINGHAMSHIRE**  
HARTFORDSHIRE COLLEGE OF AGRICULTURE & HORTICULTURE  
Oaks, St Albans  
Applications are invited from suitably qualified graduates for the post of

## Music

## Herts of Department

**HAMPSHIRE**  
HARTFORDSHIRE COLLEGE OF AGRICULTURE & HORTICULTURE  
Oaks, St Albans  
Applications are invited from suitably qualified graduates for the post of

## Other Assistants

**CUMBERLAND**  
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## Other Assistants

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## Other Assistants

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Oaks, St Albans  
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# WEST MIDLANDS

## Herts of Department

**KENT**  
HERTFORDSHIRE COLLEGE OF AGRICULTURE & HORTICULTURE  
Oaks, St Albans  
Applications are invited from suitably qualified graduates for the post of

## Other Assistants

**BERKSHIRE**  
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Oaks, St Albans  
Applications are invited from suitably qualified graduates for the post of

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# NORTH-YAMPTONSHIRE

## Herts of Department

**KENT**  
HERTFORDSHIRE COLLEGE OF AGRICULTURE & HORTICULTURE  
Oaks, St Albans  
Applications are invited from suitably qualified graduates for the post of

## Other Assistants

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Oaks, St Albans  
Applications are invited from suitably qualified graduates for the post of

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# CITY OF WAKEFIELD

## Herts of Department

**KENT**  
HERTFORDSHIRE COLLEGE OF AGRICULTURE & HORTICULTURE  
Oaks, St Albans  
Applications are invited from suitably qualified graduates for the post of

## Other Assistants

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Oaks, St Albans  
Applications are invited from suitably qualified graduates for the post of

# COLLEGES OF FURTHER EDUCATION

## continued

**BRENT**  
London Borough of Brent  
Applications are invited from suitably qualified graduates for the post of

## Other Appointments

**BRENT**  
London Borough of Brent  
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# BUCKINGHAMSHIRE

## Herts of Department

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Oaks, St Albans  
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# CAMBRIDGESHIRE

## Herts of Department

**KENT**  
HERTFORDSHIRE COLLEGE OF AGRICULTURE & HORTICULTURE  
Oaks, St Albans  
Applications are invited from suitably qualified graduates for the post of

## Other Assistants

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# GATESHEAD

## Herts of Department

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Oaks, St Albans  
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# (London Borough of) EDUCATION COMMITTEE

Education Department, The Civic Centre, Lampton Road, Hounslow, TW3 4DN

Required: 1 May, 1979.

## VICE-PRINCIPAL OF COMMUNITY EDUCATION

Salary at the mid point of the range for Burnham F.E. Vice-Principal Group 3 £8,444 (inclusive of London Allowance).

Houn



**School of Combined Studies**  
Applications are invited from suitably qualified persons for the following posts:

**LECTURER I in PHILOSOPHY**  
Preference will be given to applicants with particular interest in the field of philosophy to the social and natural sciences. The College is anxious to appoint a person with experience of teaching at degree or equivalent level and who will be able to give a particularly well-qualified candidate of limited experience.

**LECTURER I in ENGLISH AS A FOREIGN LANGUAGE**  
Candidates should hold a degree or an equivalent qualification appropriate to the teaching of English to qualified teachers. The salary for this post will be in accordance with the Durham Scale of Salaries, Lecturer Grade 1: £3,122 to £3,334.  
Application forms and further particulars are available from The Staffing Office, Bradford College, Horton Road, Bradford, BD7 1AT, and completed forms should be returned to the Staffing Office by Friday, November 10, 1978, to reach him not later than 10.00 a.m.

**Bradford College**

**Lancashire County Council**  
**FURTHER EDUCATION**  
**BURNLEY COLLEGE**  
**OF ARTS AND TECHNOLOGY**  
**LECTURER 1 POSTS**

(1) As soon as possible  
Lecturer 1 in Weaving Technology. Applicants should be experienced weavers with appropriate qualifications and preferably some teaching experience.

(2) 1st January 1979.  
Lecturer 1 in Engineering. To teach machine shop practice and Production Engineering subjects. Applicants should have experience in the Engineering industry and preferably some teaching experience.

Form/Details from the Principal, Burnley College of Arts and Technology, Ormerod Road, Clonmel, 10th November, 1978.

**UXBRIDGE TECHNICAL COLLEGE**  
Park Road, Uxbridge  
**DEPARTMENT OF ENGINEERING**

Applications are invited for appointment to the post of

**Lecturer Grade 1**  
in Automobile Engineering with effect from 1 January 1979.  
Applicants should possess appropriate qualifications and have recent experience in the vehicle repairs trade.  
Salary Scale: Lecturer Grade 1 £3192 to £3334 per annum plus London Allowance.  
Application forms and further particulars from the Principal, Uxbridge Technical College, Park Road, Uxbridge, Middlesex, returnable within fourteen days.

London Allowance payable.  
75% removal expenses and some assistance with accommodation in appropriate cases.

**THE ST. HELENS COLLEGE OF TECHNOLOGY**  
Water Street, St. Helens, Merseyside WA10 1PZ  
Principal: C. P. Gray, B.A., D.M.S., A.M.B.I.M.

**DEPARTMENT OF BUSINESS AND SECRETARIAL STUDIES**  
**SENIOR LECTURER IN BUSINESS STUDIES**

Applications are invited for appointment as Senior Lecturer in Business Studies. Candidates must have a degree or equivalent professional qualification, appropriate teaching experience in Business Studies, and a minimum of five years' experience in the field of Business Studies. The successful applicant will be responsible for the teaching of Business Studies to students in the College. The post involves teaching in a range of subjects including: Business Studies, Office Practice, and Secretarial Studies. The successful applicant will be responsible for the teaching of Business Studies to students in the College. The post involves teaching in a range of subjects including: Business Studies, Office Practice, and Secretarial Studies.

Salary range: £3,051 to £2,708 (Bar) to £2,872.  
Applicants should send their curriculum vitae and three references to the Principal's Office at the above address and should be returned by Friday, 10 November, 1978. A self-addressed, stamped envelope would be appreciated when requesting details.

**ACTON TECHNICAL COLLEGE**  
**LECTURER II in COMPUTING and DATA PROCESSING**

to join team teaching interesting range of computing courses.  
For further details and application form, write or telephone (01-993 2344) Registrar and Clerk to the Governing Body, Acton Technical College, High Street W3 6RD

**London Borough of Havering**  
**Havering Technical College**

Applications are invited for the following posts of

**LECTURER GRADE 1**  
from well-qualified candidates:  
Personnel Management/Human and Industrial Relations  
Experience as Training or Personnel Officer with appropriate academic and professional qualifications, and join a team largely concerned with Supervisory Studies and short Management Development Courses.

**SECRETARIAL AND OFFICE STUDIES**  
Suitable experience to teach Shorthand, Typewriting, Audio Typewriting, Secretarial Duties and Office Practice to advanced stages to a wide range of full-time and part-time secretarial courses.

**SOCIAL POLICY AND ADMINISTRATION**  
Suitable qualifications to teach on a range of courses in Social Services and to act as Tutor/Coordinator to a group of CSS students.

**MATHEMATICS**  
Suitably qualified and experienced to teach at advanced level a range of subjects from Pure Mathematics, Applied Mathematics and Statistics. The person appointed will also be expected to contribute to the general science teaching of the department.  
Salary: £3,519-£5,681 p.a. (Inclusive) with placement according to age and experience.  
Further particulars from the Principal, Ardleigh Green Road, Hornchurch RM11 2LL, within 2 weeks.

**WEST GLAMORGAN County Council**

Applications are invited for the following posts in the Authority's Further Education Service.

**Gorseion College of Further Education**  
**Lecturer Grade 1 in Engineering**

Required for 1st January, 1979, or as soon as possible thereafter, a Lecturer Grade 1 in Engineering to teach a range of Mining Crafts and other Engineering Craft or H.N.C. standard in Mechanical and/or Electrical Engineering and should also possess M.Q.B. certification following experience in the Coal Mining Industry. A professional knowledge of other Engineering Industries would be a useful asset.  
Salary scale (Burnham F.E.): £3,192-£5,334 p.a. The commencing salary is dependent on the experience and qualifications of the successful applicant. (Post Ref. 3GC/128.78.)

**Gorseion College of Further Education**  
**Lecturer 1 in Mathematics/Physics**

Required for 1st January, 1979, or as soon as possible thereafter, a Lecturer Grade 1 to teach mainly Mathematics with some Physics/related subjects. Applicants should possess a degree or equivalent qualification in Mathematics and/or Physics or equivalent qualification in Mathematics and/or Physics and preferably have experience in Industry and Further Education teaching. The successful applicant would be expected to teach on courses in the Departments of Engineering and Mining, Business Studies, and Applied Social Studies. Ability to contribute to the initiation and development of new syllabuses and courses is very desirable.  
Salary scale (Burnham F.E.): £3,192-£5,334 p.a. The commencing salary is dependent on the experience and qualifications of the successful applicant. (Post Ref. 3GC/228.78.)

**Gorseion College of Further Education**  
**Lecturer Grade 1 to take Shorthand (Pitman), Typewriting and Audio Typewriting**

Applicants should have suitable qualifications. Business and teaching experience would be advantageous. This is a temporary appointment to commence on approximately 15th February 1979, to terminate on approximately 15th June, 1979.  
Salary scale (Burnham F.E.): £3,192-£5,334 p.a. The commencing salary is dependent on the qualifications and experience of the successful applicant (Post Ref. 3GC/328.78.)

Application forms and further particulars are available from Mr. D. V. A. John, Acting District Education Officer, District 3 Education Office, The Institute, 42 Lime Street, Gorseion, Swansea. Please send a stamped addressed envelope and quote the appropriate post reference(s).  
THE CLOSING DATE for the return of completed applications is THURSDAY, 21st NOVEMBER, 1978.  
John/Seale, Director of Education.

**LEICESTERSHIRE COLLEGE OF FURTHER EDUCATION**  
CHURCHILL COLLEGE  
100, CHURCHILL ROAD, LEICESTER  
LE1 7JH

**LECTURER GRADE 1 in MATHEMATICS**  
Required for 1st January, 1979, or as soon as possible thereafter, a Lecturer Grade 1 to teach mainly Mathematics with some Physics/related subjects. Applicants should possess a degree or equivalent qualification in Mathematics and/or Physics or equivalent qualification in Mathematics and/or Physics and preferably have experience in Industry and Further Education teaching. The successful applicant would be expected to teach on courses in the Departments of Engineering and Mining, Business Studies, and Applied Social Studies. Ability to contribute to the initiation and development of new syllabuses and courses is very desirable.  
Salary scale (Burnham F.E.): £3,192-£5,334 p.a. The commencing salary is dependent on the experience and qualifications of the successful applicant. (Post Ref. 3GC/228.78.)

**LINCOLNSHIRE COLLEGE OF FURTHER EDUCATION**  
Boston, Lincolnshire

Applications are invited for the following posts available from January 1, 1979:

**TEMPORARY ASSISTANT TUTOR/LIBRARIAN**  
On a temporary basis to assist the Librarian in the running of the College Library. The successful candidate will be responsible for the day-to-day running of the library and will be expected to assist in the teaching of Library Studies to students on the College courses.

**LECTURER 1 in MATHEMATICS**  
Required for 1st January, 1979, or as soon as possible thereafter, a Lecturer Grade 1 to teach mainly Mathematics with some Physics/related subjects. Applicants should possess a degree or equivalent qualification in Mathematics and/or Physics or equivalent qualification in Mathematics and/or Physics and preferably have experience in Industry and Further Education teaching. The successful applicant would be expected to teach on courses in the Departments of Engineering and Mining, Business Studies, and Applied Social Studies. Ability to contribute to the initiation and development of new syllabuses and courses is very desirable.  
Salary scale (Burnham F.E.): £3,192-£5,334 p.a. The commencing salary is dependent on the experience and qualifications of the successful applicant. (Post Ref. 3GC/228.78.)

**NORTHAMPTONSHIRE COUNTY COUNCIL**  
**TREASURY COLLEGE**  
Tremington, Northamptonshire

Applications are invited for the following posts available from January 1, 1979:

**LECTURER 1 in ACCOUNTANCY**  
Required for 1st January, 1979, or as soon as possible thereafter, a Lecturer Grade 1 to teach mainly Accountancy with some Business Studies. Applicants should possess a degree or equivalent qualification in Accountancy and/or Business Studies and preferably have experience in Industry and Further Education teaching. The successful applicant would be expected to teach on courses in the Departments of Engineering and Mining, Business Studies, and Applied Social Studies. Ability to contribute to the initiation and development of new syllabuses and courses is very desirable.  
Salary scale (Burnham F.E.): £3,192-£5,334 p.a. The commencing salary is dependent on the experience and qualifications of the successful applicant. (Post Ref. 3GC/228.78.)

**LINCOLNSHIRE COLLEGE OF FURTHER EDUCATION**  
GAINSBOROUGH COLLEGE  
Gainsborough, Lincolnshire

Applications are invited for the following posts available from January 1, 1979:

**LECTURER 1 in HOME ECONOMICS**  
Required for 1st January, 1979, or as soon as possible thereafter, a Lecturer Grade 1 to teach mainly Home Economics with some Business Studies. Applicants should possess a degree or equivalent qualification in Home Economics and/or Business Studies and preferably have experience in Industry and Further Education teaching. The successful applicant would be expected to teach on courses in the Departments of Engineering and Mining, Business Studies, and Applied Social Studies. Ability to contribute to the initiation and development of new syllabuses and courses is very desirable.  
Salary scale (Burnham F.E.): £3,192-£5,334 p.a. The commencing salary is dependent on the experience and qualifications of the successful applicant. (Post Ref. 3GC/228.78.)

**NOTTINGHAMSHIRE COUNTY COUNCIL**  
**COLLEGE OF FURTHER EDUCATION**  
Nottingham, Nottinghamshire

Applications are invited for the following posts available from January 1, 1979:

**LECTURER 1 in SCIENCE**  
Required for 1st January, 1979, or as soon as possible thereafter, a Lecturer Grade 1 to teach mainly Science with some Business Studies. Applicants should possess a degree or equivalent qualification in Science and/or Business Studies and preferably have experience in Industry and Further Education teaching. The successful applicant would be expected to teach on courses in the Departments of Engineering and Mining, Business Studies, and Applied Social Studies. Ability to contribute to the initiation and development of new syllabuses and courses is very desirable.  
Salary scale (Burnham F.E.): £3,192-£5,334 p.a. The commencing salary is dependent on the experience and qualifications of the successful applicant. (Post Ref. 3GC/228.78.)

**LONDON, S.E.4**  
**SOUTH EAST LONDON COLLEGE**

Applications are invited for the following posts available from January 1, 1979:

**LECTURER 1 in AGRICULTURE**  
Required for 1st January, 1979, or as soon as possible thereafter, a Lecturer Grade 1 to teach mainly Agriculture with some Business Studies. Applicants should possess a degree or equivalent qualification in Agriculture and/or Business Studies and preferably have experience in Industry and Further Education teaching. The successful applicant would be expected to teach on courses in the Departments of Engineering and Mining, Business Studies, and Applied Social Studies. Ability to contribute to the initiation and development of new syllabuses and courses is very desirable.  
Salary scale (Burnham F.E.): £3,192-£5,334 p.a. The commencing salary is dependent on the experience and qualifications of the successful applicant. (Post Ref. 3GC/228.78.)

**LEICESTERSHIRE COLLEGE OF FURTHER EDUCATION**  
Leicester, Leicestershire

Applications are invited for the following posts available from January 1, 1979:

**LECTURER 1 in MATHEMATICS**  
Required for 1st January, 1979, or as soon as possible thereafter, a Lecturer Grade 1 to teach mainly Mathematics with some Physics/related subjects. Applicants should possess a degree or equivalent qualification in Mathematics and/or Physics or equivalent qualification in Mathematics and/or Physics and preferably have experience in Industry and Further Education teaching. The successful applicant would be expected to teach on courses in the Departments of Engineering and Mining, Business Studies, and Applied Social Studies. Ability to contribute to the initiation and development of new syllabuses and courses is very desirable.  
Salary scale (Burnham F.E.): £3,192-£5,334 p.a. The commencing salary is dependent on the experience and qualifications of the successful applicant. (Post Ref. 3GC/228.78.)

**LEICESTERSHIRE COLLEGE OF FURTHER EDUCATION**  
Leicester, Leicestershire

Applications are invited for the following posts available from January 1, 1979:

**LECTURER 1 in MATHEMATICS**  
Required for 1st January, 1979, or as soon as possible thereafter, a Lecturer Grade 1 to teach mainly Mathematics with some Physics/related subjects. Applicants should possess a degree or equivalent qualification in Mathematics and/or Physics or equivalent qualification in Mathematics and/or Physics and preferably have experience in Industry and Further Education teaching. The successful applicant would be expected to teach on courses in the Departments of Engineering and Mining, Business Studies, and Applied Social Studies. Ability to contribute to the initiation and development of new syllabuses and courses is very desirable.  
Salary scale (Burnham F.E.): £3,192-£5,334 p.a. The commencing salary is dependent on the experience and qualifications of the successful applicant. (Post Ref. 3GC/228.78.)

**NORTH YORKSHIRE COLLEGE OF FURTHER EDUCATION**  
Leeds, North Yorkshire

Applications are invited for the following posts available from January 1, 1979:

**LECTURER 1 in MATHEMATICS**  
Required for 1st January, 1979, or as soon as possible thereafter, a Lecturer Grade 1 to teach mainly Mathematics with some Physics/related subjects. Applicants should possess a degree or equivalent qualification in Mathematics and/or Physics or equivalent qualification in Mathematics and/or Physics and preferably have experience in Industry and Further Education teaching. The successful applicant would be expected to teach on courses in the Departments of Engineering and Mining, Business Studies, and Applied Social Studies. Ability to contribute to the initiation and development of new syllabuses and courses is very desirable.  
Salary scale (Burnham F.E.): £3,192-£5,334 p.a. The commencing salary is dependent on the experience and qualifications of the successful applicant. (Post Ref. 3GC/228.78.)

**SOUTH YORKSHIRE COLLEGE OF FURTHER EDUCATION**  
Sheffield, South Yorkshire

Applications are invited for the following posts available from January 1, 1979:

**LECTURER 1 in MATHEMATICS**  
Required for 1st January, 1979, or as soon as possible thereafter, a Lecturer Grade 1 to teach mainly Mathematics with some Physics/related subjects. Applicants should possess a degree or equivalent qualification in Mathematics and/or Physics or equivalent qualification in Mathematics and/or Physics and preferably have experience in Industry and Further Education teaching. The successful applicant would be expected to teach on courses in the Departments of Engineering and Mining, Business Studies, and Applied Social Studies. Ability to contribute to the initiation and development of new syllabuses and courses is very desirable.  
Salary scale (Burnham F.E.): £3,192-£5,334 p.a. The commencing salary is dependent on the experience and qualifications of the successful applicant. (Post Ref. 3GC/228.78.)

**NOTTINGHAMSHIRE COUNTY COUNCIL**  
**COLLEGE OF FURTHER EDUCATION**  
Nottingham, Nottinghamshire

Applications are invited for the following posts available from January 1, 1979:

**LECTURER 1 in SCIENCE**  
Required for 1st January, 1979, or as soon as possible thereafter, a Lecturer Grade 1 to teach mainly Science with some Business Studies. Applicants should possess a degree or equivalent qualification in Science and/or Business Studies and preferably have experience in Industry and Further Education teaching. The successful applicant would be expected to teach on courses in the Departments of Engineering and Mining, Business Studies, and Applied Social Studies. Ability to contribute to the initiation and development of new syllabuses and courses is very desirable.  
Salary scale (Burnham F.E.): £3,192-£5,334 p.a. The commencing salary is dependent on the experience and qualifications of the successful applicant. (Post Ref. 3GC/228.78.)

**WARWICKSHIRE COLLEGE OF FURTHER EDUCATION**  
Warwick, Warwickshire

Applications are invited for the following posts available from January 1, 1979:

**LECTURER 1 in MATHEMATICS**  
Required for 1st January, 1979, or as soon as possible thereafter, a Lecturer Grade 1 to teach mainly Mathematics with some Physics/related subjects. Applicants should possess a degree or equivalent qualification in Mathematics and/or Physics or equivalent qualification in Mathematics and/or Physics and preferably have experience in Industry and Further Education teaching. The successful applicant would be expected to teach on courses in the Departments of Engineering and Mining, Business Studies, and Applied Social Studies. Ability to contribute to the initiation and development of new syllabuses and courses is very desirable.  
Salary scale (Burnham F.E.): £3,192-£5,334 p.a. The commencing salary is dependent on the experience and qualifications of the successful applicant. (Post Ref. 3GC/228.78.)

**RICHMOND UPON THAMES COLLEGE OF FURTHER EDUCATION**  
Richmond, Middlesex

Applications are invited for the following posts available from January 1, 1979:

**LECTURER 1 in MATHEMATICS**  
Required for 1st January, 1979, or as soon as possible thereafter, a Lecturer Grade 1 to teach mainly Mathematics with some Physics/related subjects. Applicants should possess a degree or equivalent qualification in Mathematics and/or Physics or equivalent qualification in Mathematics and/or Physics and preferably have experience in Industry and Further Education teaching. The successful applicant would be expected to teach on courses in the Departments of Engineering and Mining, Business Studies, and Applied Social Studies. Ability to contribute to the initiation and development of new syllabuses and courses is very desirable.  
Salary scale (Burnham F.E.): £3,192-£5,334 p.a. The commencing salary is dependent on the experience and qualifications of the successful applicant. (Post Ref. 3GC/228.78.)

**CITY OF SALFORD COLLEGE OF FURTHER EDUCATION**  
Salford, Greater Manchester

Applications are invited for the following posts available from January 1, 1979:

**LECTURER 1 in MATHEMATICS**  
Required for 1st January, 1979, or as soon as possible thereafter, a Lecturer Grade 1 to teach mainly Mathematics with some Physics/related subjects. Applicants should possess a degree or equivalent qualification in Mathematics and/or Physics or equivalent qualification in Mathematics and/or Physics and preferably have experience in Industry and Further Education teaching. The successful applicant would be expected to teach on courses in the Departments of Engineering and Mining, Business Studies, and Applied Social Studies. Ability to contribute to the initiation and development of new syllabuses and courses is very desirable.  
Salary scale (Burnham F.E.): £3,192-£5,334 p.a. The commencing salary is dependent on the experience and qualifications of the successful applicant. (Post Ref. 3GC/228.78.)

**SALISBURY COLLEGE OF FURTHER EDUCATION**  
Salisbury, Wiltshire

Applications are invited for the following posts available from January 1, 1979:

**LECTURER 1 in MATHEMATICS**  
Required for 1st January, 1979, or as soon as possible thereafter, a Lecturer Grade 1 to teach mainly Mathematics with some Physics/related subjects. Applicants should possess a degree or equivalent qualification in Mathematics and/or Physics or equivalent qualification in Mathematics and/or Physics and preferably have experience in Industry and Further Education teaching. The successful applicant would be expected to teach on courses in the Departments of Engineering and Mining, Business Studies, and Applied Social Studies. Ability to contribute to the initiation and development of new syllabuses and courses is very desirable.  
Salary scale (Burnham F.E.): £3,192-£5,334 p.a. The commencing salary is dependent on the experience and qualifications of the successful applicant. (Post Ref. 3GC/228.78.)

**SANDWELL COLLEGE OF FURTHER EDUCATION**  
Sandwell, West Midlands

Applications are invited for the following posts available from January 1, 1979:

**LECTURER 1 in MATHEMATICS**  
Required for 1st January, 1979, or as soon as possible thereafter, a Lecturer Grade 1 to teach mainly Mathematics with some Physics/related subjects. Applicants should possess a degree or equivalent qualification in Mathematics and/or Physics or equivalent qualification in Mathematics and/or Physics and preferably have experience in Industry and Further Education teaching. The successful applicant would be expected to teach on courses in the Departments of Engineering and Mining, Business Studies, and Applied Social Studies. Ability to contribute to the initiation and development of new syllabuses and courses is very desirable.  
Salary scale (Burnham F.E.): £3,192-£5,334 p.a. The commencing salary is dependent on the experience and qualifications of the successful applicant. (Post Ref. 3GC/228.78.)

**BIRMINGHAM COLLEGE OF FURTHER EDUCATION**  
Birmingham, West Midlands

Applications are invited for the following posts available from January 1, 1979:

**LECTURER 1 in MATHEMATICS**  
Required for 1st January, 1979, or as soon as possible thereafter, a Lecturer Grade 1 to teach mainly Mathematics with some Physics/related subjects. Applicants should possess a degree or equivalent qualification in Mathematics and/or Physics or equivalent qualification in Mathematics and/or Physics and preferably have experience in Industry and Further Education teaching. The successful applicant would be expected to teach on courses in the Departments of Engineering and Mining, Business Studies, and Applied Social Studies. Ability to contribute to the initiation and development of new syllabuses and courses is very desirable.  
Salary scale (Burnham F.E.): £3,192-£5,334 p.a. The commencing salary is dependent on the experience and qualifications of the successful applicant. (Post Ref. 3GC/228.78.)

**HERTFORDSHIRE COUNTY COUNCIL**  
Hertford, Hertfordshire

Applications are invited for the following posts available from January 1, 1979:

**LECTURER 1 in MATHEMATICS**  
Required for 1st January, 1979, or as soon as possible thereafter, a Lecturer Grade 1 to teach mainly Mathematics with some Physics/related subjects. Applicants should possess a degree or equivalent qualification in Mathematics and/or Physics or equivalent qualification in Mathematics and/or Physics and preferably have experience in Industry and Further Education teaching. The successful applicant would be expected to teach on courses in the Departments of Engineering and Mining, Business Studies, and Applied Social Studies. Ability to contribute to the initiation and development of new syllabuses and courses is very desirable.  
Salary scale (Burnham F.E.): £3,192-£5,334 p.a. The commencing salary is dependent on the experience and qualifications of the successful applicant. (Post Ref. 3GC/228.78.)

**NOTTINGHAMSHIRE COUNTY COUNCIL**  
**COLLEGE OF FURTHER EDUCATION**  
Nottingham, Nottinghamshire

Applications are invited for the following posts available from January 1, 1979:

**LECTURER 1 in SCIENCE**  
Required for 1st January, 1979, or as soon as possible thereafter, a Lecturer Grade 1 to teach mainly Science with some Business Studies. Applicants should possess a degree or equivalent qualification in Science and/or Business Studies and preferably have experience in Industry and Further Education teaching. The successful applicant would be expected to teach on courses in the Departments of Engineering and Mining, Business Studies, and Applied Social Studies. Ability to contribute to the initiation and development of new syllabuses and courses is very desirable.  
Salary scale (Burnham F.E.): £3,192-£5,334 p.a. The commencing salary is dependent on the experience and qualifications of the successful applicant. (Post Ref. 3GC/228.78.)

**WARWICKSHIRE COLLEGE OF FURTHER EDUCATION**  
Warwick, Warwickshire

Applications are invited for the following posts available from January 1, 1979:

**LECTURER 1 in MATHEMATICS**  
Required for 1st January, 1979, or as soon as possible thereafter, a Lecturer Grade 1 to teach mainly Mathematics with some Physics/related subjects. Applicants should possess a degree or equivalent qualification in Mathematics and/or Physics or equivalent qualification in Mathematics and/or Physics and preferably have experience in Industry and Further Education teaching. The successful applicant would be expected to teach on courses in the Departments of Engineering and Mining, Business Studies, and Applied Social Studies. Ability to contribute to the initiation and development of new syllabuses and courses is very desirable.  
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**RICHMOND UPON THAMES COLLEGE OF FURTHER EDUCATION**  
Richmond, Middlesex

Applications are invited for the following posts available from January 1, 1979:

**LECTURER 1 in MATHEMATICS**  
Required for 1st January, 1979, or as soon as possible thereafter, a Lecturer Grade 1 to teach mainly Mathematics with some Physics/related subjects. Applicants should possess a degree or equivalent qualification in Mathematics and/or Physics or equivalent qualification in Mathematics and/or Physics and preferably have experience in Industry and Further Education teaching. The successful applicant would be expected to teach on courses in the Departments of Engineering and Mining, Business Studies, and Applied Social Studies. Ability to contribute to the initiation and development of new syllabuses and courses is very desirable.  
Salary scale (Burnham F.E.): £3,192-£5,334 p.a. The commencing salary is dependent on the experience and qualifications of the successful applicant. (Post Ref. 3GC/228.78.)

**CITY OF SALFORD COLLEGE OF FURTHER EDUCATION**  
Salford, Greater Manchester

Applications are invited for the following posts available from January 1, 1979:

**LECTURER 1 in MATHEMATICS**  
Required for 1st January, 1979, or as soon as possible thereafter, a Lecturer Grade 1 to teach mainly Mathematics with some Physics/related subjects. Applicants should possess a degree or equivalent qualification in Mathematics and/or Physics or equivalent qualification in Mathematics and/or Physics and preferably have experience in Industry and Further Education teaching. The successful applicant would be expected to teach on courses in the Departments of Engineering and Mining, Business Studies, and Applied Social Studies. Ability to contribute to the initiation and development of new syllabuses and courses is very desirable.  
Salary scale (Burnham F.E.): £3,192-£5,334 p.a. The commencing salary is dependent on the experience and qualifications of the successful applicant. (Post Ref. 3GC/228.78.)

**SALISBURY COLLEGE OF FURTHER EDUCATION**  
Salisbury, Wiltshire

Applications are invited for the following posts available from January 1, 1979:

**LECTURER 1 in MATHEMATICS**  
Required for 1st January, 1979, or as soon as possible thereafter, a Lecturer Grade 1 to teach mainly Mathematics with some Physics/related subjects. Applicants should possess a degree or equivalent qualification in Mathematics and/or Physics or equivalent qualification in Mathematics and/or Physics and preferably have experience in Industry and Further Education teaching. The successful applicant would be expected to teach on courses in the Departments of Engineering and Mining, Business Studies, and Applied Social Studies. Ability to contribute to the initiation and development of new syllabuses and courses is very desirable.  
Salary scale (Burnham F.E.): £3,192-£5,334 p.a. The commencing salary is dependent on the experience and qualifications of the successful applicant. (Post Ref. 3GC/228.78.)

**SANDWELL COLLEGE OF FURTHER EDUCATION**  
Sandwell, West Midlands

Applications are invited for the following posts available from January 1, 1979:

**LECTURER 1 in MATHEMATICS**  
Required for 1st January, 1979, or as soon as possible thereafter, a Lecturer Grade 1 to teach mainly Mathematics with some Physics/related subjects. Applicants should possess a degree or equivalent qualification in Mathematics and/or Physics or equivalent qualification in Mathematics and/or Physics and preferably have experience in Industry and Further Education teaching. The successful applicant would be expected to teach on courses in the Departments of Engineering and Mining, Business Studies, and Applied Social Studies. Ability to contribute to the initiation and development of new syllabuses and courses is very desirable.  
Salary scale (Burnham F.E.): £3,192-£5,334 p.a. The commencing salary is dependent on the experience and qualifications of the successful applicant. (Post Ref. 3GC/228.78.)

**University of Birmingham**  
COMPUTER CENTRE  
Adviser for Interactive Computing

The Centre's provision of a wide range of local and remote computing facilities is now being extended by the installation of a large DEC 2060, serving 80 terminals, which will provide a dedicated interactive system for both teaching and research. A new post of Computer Officer has been created in the User Services Group to develop the practical application of GAI and CAL techniques. The post is tenable for two years, secondment would be welcome. Applications are invited from graduates with computing experience, especially in the areas of simulation and modelling techniques. A higher degree is desirable, but clear evidence of previous work successfully completed is equally important. Starting salary, according to age, qualifications and experience, will be on the scale: £3,584-£5,804 (Bar)-£6,655 (under review). Further information from the Assistant Registrar, Science and Engineering, University of Birmingham, P.O. Box 363, Birmingham B15 2TT, to whom applications (three copies), including full curriculum vitae and naming three referees, should be sent by Friday 10th November 1978. Please quote reference: T28.















## Adviser for Secondary Mathematics

Salary: Group 9, £8,217-£8,901

Applications are invited from men and women with successful teaching experience. The Adviser will be based in West Devon at Plymouth but will have a county-wide responsibility. Applicants who previously applied for this post when it was advertised for East Devon at Exeter may re-apply.

Further details and application form available from The Chief Education Officer, County Hall, Topsham Road, Exeter, EX2 4QG (Tel. 0392/77977 Ext. 2031) to whom it should be returned by 10th November, 1978.

DEVON

## Senior Careers Officers

£4,773 to £5,073 (includes supplement)  
Two Posts—Carlisle and Workington

Cumbria County Council invites applications from men and women for the above two posts. Applicants should preferably be qualified careers officers but persons with appropriate experience in industry or commerce will be considered. The successful applicant to be based at Carlisle will work in the North East of the County stretching from the Scottish Border, through Carlisle to Penrith and West Lakeland. The second officer will operate in the West of the County from Whitehaven to Silloth and inland to Keswick, and be based in Workington. The officers will deal exclusively with the problems facing unemployed young people and the implementation of special opportunities introduced to help them. Further details and application forms, returnable by 9 November, from Director of Education, 5 Portland Square, Carlisle CA1 1PU.

Cumbria

EDUCATION DEPARTMENT

ilean

INNER LONDON EDUCATION AUTHORITY

## District Inspector

Salary range: £10,393-£11,554 (inclusive of supplements and London weighting allowance) with possible progress to £12,804

This post involves oversight of a district of Inner London and advising on and inspecting education mainly in primary and secondary schools.

Candidates must be well qualified and have had substantial teaching experience in schools, and have carried a high level of responsibility. The successful candidate will also be expected to devote about one quarter of his/her time to working more generally in Inner London in a team of specialist inspectors, under the leadership of a senior inspector. Applications from candidates with qualifications and experience in any discipline will be considered.

## Staff Inspector for Art and Design

Salary range: £10,393-£11,554 (inclusive of supplements and London weighting allowance) with possible progress to £12,804

The Staff Inspector will be responsible for advising upon all aspects of art and design education within primary, secondary and special schools and all establishments of further and higher education (including four major art schools) in the Authority. Applicants should be well qualified and should have gained wide and distinguished experience in teaching and art and design education generally.

Details and application forms from the Education Officer (EO/ESAB/18) Room 307, The County Hall, London SE1 7PB please include a stamped addressed footcap envelope. Forms to be returned by 15 November 1978.

## Deputy Area Education Officer

for High Peak and West Derbyshire at Buxton

Salary £5,727-£6,342

The vacancy arises from the promotion of the present post holder. Applications are invited from persons with an honours degree and successful teaching experience. The post offers an opportunity to enter educational administration within a large County.

The area concerned covers large tracts of rural Derbyshire and includes large areas of the Peak District National Park.

There is a scheme of financial assistance for the newly appointed including removal, lodging and relocation allowances. An essential car user allowance is available.

Further details and forms of application may be obtained from the Area Education Officer, High Peak and West Derbyshire Area Education Office, The Crescent, Buxton SK17 6DJ. Applications should be submitted by Wednesday 15 November.

Derbyshire

WILTSHIRE COUNTY COUNCIL

Education Department  
Careers Service

## AREA CAREERS OFFICER

(North East Wiltshire based at Swindon)

Salary Scale S.O.2, £5,415 to £5,748 plus supplement of £312 p.a.

Applications are invited from experienced Careers Officers for this senior post in a progressive service.

Removal expenses of up to £700 in appropriate cases. Lodging allowance up to £17.50 per week for six months in appropriate cases.

Full Job Description and application form from Chief Education Officer, Ref. ST/SC, County Hall, Bythames Road, Trowbridge BA14 8JB, telephone Trowbridge 3841, ext. 2454, quoting ref. NA78.418.

Applications to be returned by November 10, 1978.

KENT County Council  
Education Department

## Careers Officer

£3,933 to £4,632 (inclusive)

MEDWAY CAREERS CENTRE  
(Rochester and Chatham area)

Applicants should possess the Diploma in Careers Guidance or an equivalent qualification, but students completing Careers Service training courses at the end of the calendar year can be considered.

Further particulars and application form returnable by 10 November from the County Education Officer, Springfield, Maidstone ME14 2JT (Ref. C6).

City of Sheffield

Education Department  
Careers Service

## CAREERS OFFICER

AP4-£4,245-£4,632 (including supplement)

Applications are invited for appointment as a Careers Officer to work as a member of a team responsible for the full range of careers work in schools and colleges of further education.

Candidates should possess graduate or comparable qualifications and should have completed full-time training for the Careers Service.

Application forms and further particulars from the Chief Education Officer (Ref. ST/CP/CW) Education Officer, Leopold Street, Sheffield S1 3RJ, to whom completed applications should be returned within 14 days of the appearance of the advertisement.

North-Eastern Education and Library Board

Applications are invited from men and women for the following post —

## Secondary Education Adviser

Salary Scale £8,217-£8,901 per annum

Applicants must have at least seven years' full-time teaching experience in secondary schools.

In making the appointment the Board will wish to consider, among other things, the level and nature of each candidate's management/organisational experience and his/her involvement in Analysis, In-service training provision, etc.

The successful candidate will be expected to work in close association with advisory colleagues, education officers, head teachers and their staff.

Application forms and further particulars may be obtained on receipt of a stamped addressed footcap envelope from the Personnel Officer, North-Eastern Education and Library Board, County Hall, 132 Galloway Road, Ballymena BT42 1HW, and must be returned not later than 5.00 p.m. on FRIDAY, 10 NOVEMBER, 1978.

Conveying in any form will disqualify.

Cambridgeshire  
Education Committee  
Careers Service

## Careers Officers Peterborough Area

Applications are invited for the above vacancies from candidates who possess (or expect to obtain) the Diploma in Careers Guidance. Salary AP3/4 (£3,792-£4,632 inclusive of pay awards). Assistance available with housing.

Details and application forms (to be returned within two weeks of the publication of this advertisement) from Assistant Education Officer (Careers), 7 Rose Crescent, Cambridge, CB2 3QS.

KENT County Council  
Education Department

Gillingham Divisional Education Office

## Assistant Divisional Education Officer

£5,080-£5,702 (inclusive)

Will frequently be required to deputise for the Divisional Education Officer in the administration of the education services in the area.

The post is of a very responsible nature and calls for a person with initiative and sound administrative ability.

Further particulars and application form returnable by 10 November, from W. H. Petty, County Education Officer, Springfield, Maidstone ME14 2JT, telephone (0622) 671411, ext. 2481 (Ref. C7).

## Deputy School Meals Organiser

£5,568-£6,180

Soulbury Senior Range for School Meals Organisers

Applications from males/females are invited for this key post within an Authority providing some 125,000 meals daily.

Further particulars and application form from: Personnel Division, City of Birmingham Education Department, Margaret Street, Birmingham B6 3BU.

Closing date for applications, 18th November 1978.

BIRMINGHAM CITY COUNCIL

Leicestershire

SOCIAL SERVICES  
136, WESTCOTES DRIVE, LEICESTER

## DEPUTY OFFICER-IN-CHARGE

Salary £3,057-£3,621 p.a. + £312 p.a. supplement.

Required for this Short-stay Unit accommodating 15 children between the ages of 2 to 17 years, plus six emergency places.

Qualified and/or experienced persons are invited to ring John Blen at the Home, telephone Leicester 541228, for an informal visit.

Accommodation available for a single person. (Ref. 2/AB/171)

Application form and job description from Director of Social Services, Personnel Section, County Hall, Glenfield, Leicester. Tel: 871313. (Please quote reference).

## THE COMMISSION FOR RACIAL EQUALITY HIGHER EXECUTIVE OFFICER Education

in the Public and Community Services (Promotion) Department of the Community Affairs and Liaison Division. One education team in this Department has responsibility for liaison with local education authorities generally and for all aspects of further education (except teacher training). The current vacancy for a Higher Executive Officer (Education) is in this team.

The HEO will:

- (a) assist the Senior Executive Officer to develop and implement programmes of work in the Education area
- (b) make contacts with organisations in the educational field
- (c) provide information and advice on the means of overcoming problems
- (d) liaise and advise with other parts of the Commission working in the area.

Qualifications: The post is open to men or women in this field of education who have experience and knowledge of the problems of minority groups in that field. A degree or similar qualification would be desirable, as would some knowledge and experience of race relations.

Salary: The starting salary will be £4,842 per annum rising by five annual increments to £5,717 per annum. There is also an Inner London Weighting Allowance of £465 per annum.

Please write for application form and further details, enclosing a large self-addressed envelope, to the Personnel Department, Commission for Racial Equality, 10/12 Allington Street, London SW1E 6EH. Completed application forms must be received no later than 17th November 1978.

City of Salford  
EDUCATION DEPARTMENT

## CHIEF ADMINISTRATIVE OFFICER

P.O. 3 (£5,613-£7,230 p.a. inclusive of supplement)

Applications are invited for the above post at Salford College of Technology. Applicants must have a Professional Qualification plus possibly a degree and will have had substantial administrative experience at a senior level. This experience need not necessarily have been in a College of Further or Higher Education although such experience or experience in an Education Department of a Local Authority would be a distinct advantage.

The successful applicant will be a member of the College Senior Management Team and will be responsible for the Principal for controlling and co-ordinating the work of the administrative staff of the College and for ensuring that all aspects of the administrative work including finance, records, statistics and personnel matters are dealt with in accordance with established procedures.

Further particulars are available on application. Post Reference: 3068/TES.

This post is permanent, superannuable and subject to the satisfactory completion of a medical questionnaire. Commencing salary will reflect experience and qualifications. Please write or telephone 01-783 3189 for an application form quoting post-reference number to the Personnel Manager, Salford City Centre, Salford, M27 2BN or whom they should be returned by 18th November 1978.

## Area School Meals Adviser

£4,632-£5,232 including supplement  
Based at the West Devon Area Education Office, Plymouth

## Assistant School Meals Adviser

£4,368-£4,920 including supplement

Based in East Devon

This is a new post following a review of the organisation of the School Meals Service. For both posts we are looking for persons who hold nationally recognised qualifications such as HCIMA or HNC in Catering. Experience of large scale catering, preferably including a period in the school meals service of a local authority is an advantage.

Application forms and further details available from The Chief Education Officer, County Hall, Topsham Road, Exeter, EX2 4QG (Tel.: 0392 77977, ext. 2031) to whom they must be returned as soon as possible.

DEVON

## Senior Assistant Education Officer (16-19)

Salary Scale £8,698-£9,474 plus £312 supplement

This new post arises from a review of the organisation of the Education Department and carries responsibility for reviewing, preparing and implementing the policies of the Authority in areas relating to the education and training of young people in the 16-19 age range.

The post will offer considerable scope for initiative in the joint fields of Schools, Further Education, and the Careers Service. The person appointed will be one of a team of five Senior Assistant Education Officers based at County Hall, Exeter. Applicants should be graduates with good teaching experience and sound experience of educational administration.

Further information and application forms obtainable from the Chief Education Officer, County Hall, Topsham Road, Exeter EX2 4QG. (Tel. 0392 77977, ext. 2031), returnable by 10th November, 1978.

DEVON

WEST GLAMORGAN  
County Council

EDUCATION COMMITTEE

## Provisional Assistant

Applications are invited from suitably qualified teachers for the post of Provisional Assistant based in the Central Office of the Department at Princess House, Salford. Salary will be £5,000 p.a. The vacancy arises due to the promotion to Assistant Education Officer of the previous post holder.

The post will provide an opportunity to obtain experience of a range of matters pertaining to educational administration and to work closely with both the administrative and advisory personnel within the Department. The nature of the duties will be quite wide in essence and should provide the successful applicant with a sound basic understanding of the administrative needs and demands of an L.E.A. Whereas applications from any teacher would be welcome, it is considered that the post may be particularly relevant to persons in the 25 to 35 age range.

Application forms are available from the undersigned on receipt of a stamped addressed footcap envelope. The closing date for receipt of completed application forms is Thursday, 18th November, 1978.

John Balle, Director of Education, Education Department, Princess House, Princess Way, Salford, West Glamorgan.

METROPOLITAN BOROUGH OF ROTHERHAM

## Department of Education ED.15 PRINCIPAL CAREERS ADVISORY OFFICER

Salary Scale, P.O.2(1), £6,732 to £7,476 plus supplement £312 p.a.

To be responsible to the Director of Education for the Authority's Careers Guidance Service. Job description available.

Closing date November 7, 1978. APPLICATION FORMS AVAILABLE FROM the Principal Appointments Officer, Council Offices, Grove Road, Moorgate, Rotherham S60 2ES. Telephone Rotherham 63211 extn. 25. B. W. Ellis, Director of Personnel Resources.

Department of Education—Careers Service

## Careers Officers (2 posts—Temporary)

AP4, £4,245-£4,632 (inclusive)

Applications are invited for two posts based in the North-West and East areas of the City, respectively. Initially the posts are temporary, but every effort will be made to secure candidates a permanent position within the Leeds Careers Service. Each officer will work in a team providing vocational guidance facilities in the Inner City and other areas. Applicants must have either the Diploma in Careers Guidance, have completed a one-year course of professional training for the Careers Service or have previous professional Careers Service experience. Removal expenses are available in approved cases.

Application forms are obtainable from The Director of Education, Great George Street, Leeds LS1 3AB. Closing date: 14 days after the appearance of this advertisement.

LEEDS

## DISTRICT CAREERS OFFICER

£5,412 to £5,748 Staines

We are looking for a qualified Careers Officer with considerable educational/industrial experience to be responsible for the work of the Staines and Sunbury District. Essential ingredients are drive, initiative, and a desire to develop and expand the work of the service. Salary according to age and experience. For applications see below.

## CAREERS OFFICER (Older/Abler Pupils)

£4,953 to £5,253 Based Caterham

Candidates should have a degree or equivalent qualification, be qualified for and experienced in the work of the Careers Service. The experience should be sufficient to enable the successful applicant to advise pupils and students intending to pursue GCE 'A' level courses at Schools and Colleges in the South East Area of the County. Salary according to age and experience. Car mileage and subsistence expenses payable together with generous relocation expenses in approved cases for this and previous post.

For both posts further details from the County Education Officer (Ref. CS/JT), Careers Service, County Hall, Kingston upon Thames, Surrey, KT1 2DJ. Tel. 01 546 1000, ext. 3484. Closing date: 10 days from appearance of advertisement.

## SCHOOL MEALS ADVISER (Training)

£4,194 to £4,731 Reigate

For the South Eastern Area Education Office. Duties include training at all levels in practical and theoretical subjects and also undertaking some advisory work in schools and school kitchens.

Salary under review. Application form from County Education Officer, Non-Teaching Personnel Section, County Hall, Kingston upon Thames, Surrey Tel. 01 546 1000, ext. 3167.

SURREY COUNTY COUNCIL



## YFHS Educational Holidays

School Lane,  
Welwyn, Herts.

- have the following vacancies:
1. Graduate or similar as Administrative Officer in Head Office. This is a full-time career opportunity.
  2. Vacation Course Directors in Barnet, Hailford, Potters Bar, Brighton, Lancing, Shoreham, Salden, Cowes, Ryde, Sandown, Folkestone, Ipswich, King's Lynn, Plymouth, Poole, Salisbury, Weymouth and in the Thames Area.
- Course Directors should be qualified teachers, interested in teaching English as a foreign language and in administration. This work is part-time, during Easter and Summer holidays, but some administrative tasks need to be performed outside these periods.
- Further details and application forms from: Room T1 at the above address.

## Wales Young Farmers' Clubs

Clybiau Ffermywyr Ieulac Cymru

Applications are invited for the posts of:

## Wales Development Officer

£5,000 p.a. plus expenses

The role of the officer is to develop the education and recreational pursuits of the Y.F.C. Movement in Wales.

## Project Officer

£5,000 p.a. plus expenses

Special 3 year appointment to coordinate and develop rural club projects.

Wales Speaking essential for both appointments. Salaries negotiated on appointment.

The above posts will be based at Llandrindod Wells and will involve working in all of Wales.

Closing date for applications: 4th November, 1978.

Further details and application forms from Wales Y.F.C. Office, Radnor College of Further Education, Llandrindod Wells, Powys LD1 6ES.

## Secondary Heads Association

Headmasters' Conference

The post of

## General Secretary

to the Secondary Heads Association and the Headmasters' Conference will fall vacant during 1979. Applications for the appointment are invited from candidates who already possess or are willing to acquire a broad knowledge of the national system of education and of the particular interests and concerns of the independent schools. Salary will be negotiable, but in any case not less than for the Head of a Burnham Group 10 school (at present £8,761-£9,438). Further particulars of the post can be obtained from the General Secretary, SHA/HMC, 29 Gordon Square, London WC1H 0PS, and letters of application with a curriculum vitae and the names of two referees should be sent to him by 17 November, 1978.

## Farney Close School

SUSSEX

## Senior Residential Child-Care Workers

We have two vacancies in January for senior residential child-care workers. Applicants should either be qualified and/or have considerable experience in this field. Applicants would be required to work within a lively, multidisciplinary team.

The holidays are good, the hours are long, the pay will be dependent on experience and qualifications. Farney Close is an independent Christian educational boarding school for 75 emotionally disturbed children, working within a concept of planned environment therapy.

For further details write to: Tony Clapp, Headmaster, Farney Close School, Bolney Court, Bolney, Nr. Haywards Heath, West Sussex. Telephone Bolney (04482) 313.

## ADMINISTRATION

Local Education Authority continued

**WILTSHIRE**  
Applications are invited for the post of **Administrative Officer** in the Head Office. This is a full-time career opportunity.

**General**  
Applications are invited for the post of **Administrative Officer** in the Head Office. This is a full-time career opportunity.

**AVON COUNTY**  
Applications are invited for the post of **Administrative Officer** in the Head Office. This is a full-time career opportunity.

**CHESHIRE**  
Applications are invited for the post of **Administrative Officer** in the Head Office. This is a full-time career opportunity.

**LONDON, S.W.3**  
Applications are invited for the post of **Administrative Officer** in the Head Office. This is a full-time career opportunity.

**LONDON, N.W.3**  
Applications are invited for the post of **Administrative Officer** in the Head Office. This is a full-time career opportunity.

**MANCHESTER**  
Applications are invited for the post of **Administrative Officer** in the Head Office. This is a full-time career opportunity.

**WEST SUSSEX**  
Applications are invited for the post of **Administrative Officer** in the Head Office. This is a full-time career opportunity.

**DORSET**  
Applications are invited for the post of **Administrative Officer** in the Head Office. This is a full-time career opportunity.

**GLoucestershire**  
Applications are invited for the post of **Administrative Officer** in the Head Office. This is a full-time career opportunity.

**GREATER GLASGOW HEALTH BOARD**  
Applications are invited for the post of **Administrative Officer** in the Head Office. This is a full-time career opportunity.

**West Sussex**  
Applications are invited for the post of **Administrative Officer** in the Head Office. This is a full-time career opportunity.

**Wiltshire**  
Applications are invited for the post of **Administrative Officer** in the Head Office. This is a full-time career opportunity.

**Avon County**  
Applications are invited for the post of **Administrative Officer** in the Head Office. This is a full-time career opportunity.

**Cheshire**  
Applications are invited for the post of **Administrative Officer** in the Head Office. This is a full-time career opportunity.

**London, S.W.3**  
Applications are invited for the post of **Administrative Officer** in the Head Office. This is a full-time career opportunity.

**London, N.W.3**  
Applications are invited for the post of **Administrative Officer** in the Head Office. This is a full-time career opportunity.

**Manchester**  
Applications are invited for the post of **Administrative Officer** in the Head Office. This is a full-time career opportunity.

**West Sussex**  
Applications are invited for the post of **Administrative Officer** in the Head Office. This is a full-time career opportunity.

## GREATER GLASGOW HEALTH BOARD

## HEALTH EDUCATION DEPARTMENT

## SENIOR HEALTH EDUCATION OFFICERS

**POST A: TRAINING**  
**POST B: RESEARCH AND EVALUATION**

Applications are invited for the above posts from suitably qualified individuals with a professional background in health, teaching or in behavioural sciences.

Candidates should have considerable post-graduate experience in their own field and be willing to undertake a course of training in health education.

The successful candidates will join a team of eight health education officers in a busy developing department which offers a wide range of experience.

Application form and job description may be obtained from the Personnel Officer, Greater Glasgow Health Board, 351 Sauchiehall Street, Glasgow G2 3HT, to whom completed applications should be returned no later than Friday, November 17, 1978.

## Education Psychologist

Salary Burnham Qualified Teacher Scale 4. Point 4 to Burnham Head Teacher Scale 7. Point 4 £5,757 to £7,075.

Cumbria County Council invites applications from men and women for the above post based in Carlisle. The appointment will be from January 15, 1979, or as soon as possible thereafter. The person appointed will work in schools in North East Cumbria which covers the Carlisle and Eden District areas.

All applicants should have an honours degree in Psychology or a suitable equivalent in Educational Psychology, recognised teacher training, reasonable teaching experience in schools and experience in child guidance.

## Royal County of BERKSHIRE

## EDUCATIONAL PSYCHOLOGIST

Educational Psychologist with Good Honours Degree in Psychology, post-graduate training in educational psychology and relevant experience as qualified teacher, required jointly for varied work in the School Psychological Service and Child Guidance Service, and for work in the Social Services Department Assessment Centres. For work within the Education Department, the appointment will be based in the first instance, in Maidenhead, for which London Fling Area payment (£150) applies. A car allowance is payable.

Application form and further details from Director of Education (E8/JEB/Md), Kennet House, 80-82 King's Road, Reading. Informal enquiries may be made to Mr D. Brownhill, Principal Educational Psychologist (Reading 56831). Closing date: November 30th.

## BEC BUSINESS EDUCATION COUNCIL

The Council invites applications for the posts of Assistant Examiner for the BEC General Awards. Applicants may be appointed to any one of the following four study

People and Communication  
Business Calculations  
The World of Work  
Elements of Distribution

Between 40 and 50 provisional appointments for each of the study areas may be required in 1979 (10 only in Distribution).

Applicants should preferably have current or recent experience of teaching and/or examining at this level.

Application forms and further details from: BEC (Examiners), 76 Portland Place, London W1N 4AA for return by 1 December, 1978.

## Domiciliary/Hospital Librarian

£3,270-£4,148

A challenging new post based in Barnet and funded jointly by Devon Library Services and the Area Health Authority which is responsible for a new purpose-built hospital.

Further details and application form from: The County Librarian, Administrative Centre, Barley House, Laleham Road, Exeter EX4 1RQ. Closing date 10th November, 1978.

## DEVON

## RESIDENT MATRON

Required in IAPS Boarding School of 140 boys. The post, that of assistant matron in the first instance, becomes vacant in January 1979. The present matron will be retiring in the foreseeable future and applicants with appropriate experience and qualifications would obviously be considered for the senior position when the time comes. Salary according to age and experience.

Details from the MATRON, Mowden Hall School, Stockfield, Northamptonshire. Tel: Stockfield 212.

## EXAMINERS

**MIDDLESEX REGIONAL EXAMINING BOARD**  
Applications are invited for the post of **Examiner** in the Head Office. This is a full-time career opportunity.

**THE ASSOCIATED EXAMINING BOARD**  
Applications are invited for the post of **Examiner** in the Head Office. This is a full-time career opportunity.

**CARDIFF COLLEGE**  
Applications are invited for the post of **Examiner** in the Head Office. This is a full-time career opportunity.

**ST. ANDREW'S SCHOOL**  
Applications are invited for the post of **Examiner** in the Head Office. This is a full-time career opportunity.

**NOTTINGHAMSHIRE COUNTY COUNCIL**  
Applications are invited for the post of **Examiner** in the Head Office. This is a full-time career opportunity.

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## Leicestershire

## SOCIAL SERVICES

## POLEBROOK HOUSE (Community Home with Education) DESFORD, LEICESTER

This Community School for up to 90 boys is being completely redesigned and extensively rebuilt. In April 1979 phase I of redevelopment will be completed providing six small group living units, four of which will be in new buildings currently nearing completion. At that time it is planned to admit some girls although not all units will be mixed. Phase II which is planned to commence during 1979 will involve the building of three more living units each for twelve children, a secure unit for eight children and the creation of new vocational training facilities.

In April 1979 a further twenty Residential Social Workers will be required and applications are invited for the following posts:

## (a) HOUSEWARDEN

£3,057-£3,834 p.a. bar £4,808 plus £312 p.a. supplement plus £216 responsibility allowance

To lead a team of six Residential Social Workers caring for up to 18 boys in the existing building. Must be experienced in residential work and have recognised qualification.

## (b) DEPUTY HOUSEWARDENS

(Six posts)  
£3,057-£3,821 plus £312 p.a. supplement

## (c) RESIDENTIAL SOCIAL WORKERS

(I) Grade 3, £2,775-£3,339 plus £312 p.a. supplement (11 posts)  
(II) Grade 2, £2,678-£3,153 plus £312 p.a. supplement (6 posts)

While applicants with relevant qualifications and experience will have an advantage it is anticipated that some posts may be filled by those with an interest in the residential care of children but with no previous experience and therefore staff support and development will be an important aspect of this re-organisation.

The major changes planned will provide a stimulating challenge to staff to develop relevant treatment strategies for difficult children.

Interested applicants are invited to visit us to meet staff and discuss our plans. For this purpose we have reserved the 16th and 17th November for visitors so that we can discuss posts in detail. Just ring to say you are coming.

Relocation expenses in approved cases up to a maximum of £575. All posts are non-resident but some single and family accommodation is available for rent.

Further details and application forms are available from The Principal, Polebrook House, Markfield Lane, Desford, Leicestershire LE8 9FL, or telephone Desford (0457) 2427.

Closing date for returned applications 28th November, 1978.

## ADDISON-WESLEY PUBLISHERS

## SCHOOLS REPRESENTATIVE

We are a young forward-looking company, part of an international publishing group, with a proven record of success in the educational market.

Expansion has created a need for another representative to cover the important territory comprising The Midlands, Wales, and the South of England.

The successful applicant is unlikely to be over 30, will be prepared to spend time away from the home base, and will live either in or near a major population centre.

Candidates should possess an outgoing personality, and be able to demonstrate a record of self-motivation, either in business, professional, or social fields.

An interest in education, together with some teaching experience, is essential, as is the ability to discuss our material with senior educationalists, address groups in a lecture or workshop situation, and organise exhibitions.

We offer attractive rewards, including a Ford Cortina 2.0 GL Estate Car and generous fringe benefits.

Please send full details of your career to date to: W Fergus Hall, Schools Manager, Addison-Wesley Publishers Limited, West End House, 11 Hills Place, London W1R 2LR



### TEACHERS

#### DON'T BE AFRAID OF A CHANGE

We will help you find your way in a new career. Why not use your educational skills substantially to increase your present income?

As a result of our expansion in the London area, a number of vacancies have arisen in the Sales Force of Trident Life, part of the successful Schlusser Group which controls assets in excess of £100m.

We offer the right man and women the opportunity to earn in excess of their present income; a professional training course; a tremendous portfolio of products and excellent working conditions from quality offices.

Successful applicants may be earning at the rate of £7,000 to £9,000 by the end of the first year, with on-target performance.

If you are aged between 28 and 55, of good appearance and personality and feel you have potential sales and management ability, please telephone Allan Kingston on 242 3811 or 242 3862 between 9.30 am and 7.00 pm, who would be pleased to arrange a confidential interview.

### CAPITAL RADIO 194

A staff vacancy exists at Capital Radio for a Researcher/Production Assistant

in our Talks Department.

This position will be covered on a strictly short-term fixed-contract basis from 1st December, 1978, to 31st May, 1979.

Salary negotiable.

Requirements: Interests should include psychology, current affairs and education and applicants should be able to co-ordinate ideas and integrate research with Capital Radio "thinking". A sense of humour and ability to mix with both academics and personalities is essential.

Radio experience is an asset but not essential.

Applications to be submitted in writing to: Peggy Davidson, Head of Administration, Capital Radio Limited, Euston Tower, London NW1 3DR, no later than Friday, 10th November, 1978.

### Careers Officers' Posts

£3,732-£4,632 per annum

Applications are invited from qualified Careers Officers for permanent and temporary Careers Officers' posts in Northamptonshire. Successful candidates will be offered a full range of training and development opportunities. Those appointed will undertake a full course of Careers Officer work in schools together with associated duties.

The ability to drive will be an advantage; and a car allowance at actual user rates will be paid.

Closing date 8 November, 1978.

Application forms and further details are available from the Personnel Officer, County Hall, George Row, Northampton. Telephone Northampton 34833, Ext 5237 or 5917.

**Northamptonshire**  
Education Department

### Social Service Workers

#### Southend/Rochford Hospitals

Salary £2,957-£3,516 p.a. plus £912 p.a. supplement

Successful applicant will be attached to generate social work team and will assist in the provision of a social work service for patients of all ages including the elderly and the handicapped. A current driving licence will be essential and either a degree or diploma in social studies or B.S.N. or Teachers Certificate.

Application forms and details from Miss McClenaghan, Principal Social Worker, Social Work Department, Southend General Hospital, Priory Road, Southend-on-Sea, Tel: Southend 48971, Ext. 581.

Closing date: 3 November 1978.

**Essex County Council**

### MISCELLANEOUS

#### Appointments continued

**DEVON**  
HUMANITARIAN (for the 1st time) for the 1st time. The Devon Humanitarian Centre is a voluntary organisation which provides a wide range of services to the community. It is currently seeking applications for a number of posts. For details, contact the Devon Humanitarian Centre, 1st Floor, 100, North Street, Exeter, Devon EX1 1AA. Tel: 0392 22222.

**DURHAM**  
COUNTY COUNCIL  
TECHNICAL INSTRUMENTAL  
Full-time Periparturient Instrumental Technicians (P.I.T.s) are required for the County Council. Applicants should be qualified in the relevant field and have experience in the use of the instrument. For details, contact the County Council, 1st Floor, 100, North Street, Durham, Durham DH1 1AA. Tel: 0191 22222.

**HARNESS**  
HARNESS HOUSE OUTDOOR  
The Harness House Outdoor Centre is a voluntary organisation which provides a wide range of services to the community. It is currently seeking applications for a number of posts. For details, contact the Harness House Outdoor Centre, 1st Floor, 100, North Street, Exeter, Devon EX1 1AA. Tel: 0392 22222.

### EDUCATIONAL REPRESENTATIVES

We require two additional representatives for the County Council. The representatives will be responsible for the recruitment and selection of teachers and other staff. For details, contact the County Council, 1st Floor, 100, North Street, Durham, Durham DH1 1AA. Tel: 0191 22222.

**URGENT**  
We require two additional representatives for the County Council. The representatives will be responsible for the recruitment and selection of teachers and other staff. For details, contact the County Council, 1st Floor, 100, North Street, Durham, Durham DH1 1AA. Tel: 0191 22222.

**BERKSHIRE**  
TECHNICAL ASSISTANT  
The Berkshire Technical Centre is a voluntary organisation which provides a wide range of services to the community. It is currently seeking applications for a number of posts. For details, contact the Berkshire Technical Centre, 1st Floor, 100, North Street, Exeter, Devon EX1 1AA. Tel: 0392 22222.

### Outdoor Education

**THE LAKE DISTRICT**  
OUTDOOR EDUCATION  
The Lake District Outdoor Education Centre is a voluntary organisation which provides a wide range of services to the community. It is currently seeking applications for a number of posts. For details, contact the Lake District Outdoor Education Centre, 1st Floor, 100, North Street, Exeter, Devon EX1 1AA. Tel: 0392 22222.

**NEWCASTLE UPON TYNE**  
OUTDOOR EDUCATION  
The Newcastle Upon Tyne Outdoor Education Centre is a voluntary organisation which provides a wide range of services to the community. It is currently seeking applications for a number of posts. For details, contact the Newcastle Upon Tyne Outdoor Education Centre, 1st Floor, 100, North Street, Exeter, Devon EX1 1AA. Tel: 0392 22222.

### A DRAMA COURSE FOR ENGLISH TEACHERS

English teachers who want to study and practise Drama, part-time, on eight Friday afternoons each term, over five terms, for a Certificate in Educational Drama, starting at 2.30 pm on January 19, 1979, please apply to:

The Registrar, Central School of Speech and Drama, Embassy Theatre, Eton Avenue, London NW3 3HY.

### BEDFORD ENGLISH STUDY CENTRE

#### English as a Foreign Language

#### Full-time Teaching Posts

As a result of expansion there will be a number of new posts in the Bedford English Study Centre, teaching on a full-time basis. The Bedford English Study Centre is a voluntary organisation which provides a wide range of services to the community. It is currently seeking applications for a number of posts. For details, contact the Bedford English Study Centre, 1st Floor, 100, North Street, Exeter, Devon EX1 1AA. Tel: 0392 22222.

#### Specialist Teachers

Duties: 20 periods teaching per week, 10 hours writing and marking, etc., per week. Some work may be involved. Salary: £3,192-£4,743 depending on age, qualifications and experience.

#### General Teachers

Duties: 20 periods teaching per week, 10 hours writing and marking, etc., per week. Some work may be involved. Salary: £3,192-£4,743 depending on age, qualifications and experience.

### PENRHOS COLLEGE

#### COLWYN BAY NORTH WALES

#### Independent Boarding and Day School

#### 300 girls

Five entrance scholarships, current value £725 per annum, will be offered on the results of examinations held in February, 1979, effective from September, 1979. Papers are set for: Girls who will be under twelve years on 1st September, 1979. Girls who will be under fourteen years on 1st September, 1979. In addition, either one or two Music scholarships of the same value may be awarded annually to girls of any age. This is a Clarke Memorial Scholarship is awarded annually to a girl joining the sixth form to study French at Advanced Level. The scholarship (£1,200 per annum) is tenable for up to seven terms. Miss S. Hughes, Secretary to the Headmaster, will be pleased to send you a copy of the school prospectus, details of the examinations and entry forms on request.

### Department of Leisure Services

#### ASSISTANT KEEPER, EDUCATION SERVICES (ART)

£3,732-£4,632 (Inc. supplement)

The successful applicant for the above post will be expected to assist in all aspects of a busy and extremely demanding programme, which includes educational and leisure activities for adults and children; general interpretation of the collection, the production of information and displays in schools and colleges is a major concern, but imagination and a special ability to communicate with the public is more important than formal teaching qualifications. A sound knowledge of European art from 1800 to the present day is essential, and candidates who have special knowledge of either French art 1800-1940, British art 1700-1900, or contemporary art will receive particular consideration. Previous experience of similar work in an art gallery would be very advantageous.

Further information and application forms available from: Director of Leisure Services, Civic Centre, Southampton - Tel. Southampton (0703) 23855 Ext. 628.

Closing date: 19th November, 1978.

**Southampton City**

### HEAD OF EFL RESEARCH & DEVELOPMENT UNIT

The REGENT SCHOOL organization invites applications to fill the post of

#### Head of Research and Development

(based in London or Brighton)

Candidates should hold good postgraduate TEFL qualifications and have had wide experience of both teaching and teacher training. They should have published some original EFL material and be able to develop writing and teacher-training large measure of independence in the work. At the same time he/she should be a good organizer, motivated, enthusiastic, industrious and original.

Director, Regent School, 19-23 Oxford Street, London W1R 0AP.

### LONDON

TEACHING ENGLISH as a FOREIGN LANGUAGE

Applications will be accepted for the post of a TEACHER of English as a Foreign Language. The post is for a full-time position in a school. The school is a voluntary organisation which provides a wide range of services to the community. It is currently seeking applications for a number of posts. For details, contact the school, 1st Floor, 100, North Street, Exeter, Devon EX1 1AA. Tel: 0392 22222.

### OXFORD

TEACHING ENGLISH as a FOREIGN LANGUAGE

Applications will be accepted for the post of a TEACHER of English as a Foreign Language. The post is for a full-time position in a school. The school is a voluntary organisation which provides a wide range of services to the community. It is currently seeking applications for a number of posts. For details, contact the school, 1st Floor, 100, North Street, Exeter, Devon EX1 1AA. Tel: 0392 22222.

### Appointments Wanted

**GERMAN NATIONAL** qualified teacher, experienced in teaching German to children and adults. For details, contact the school, 1st Floor, 100, North Street, Exeter, Devon EX1 1AA. Tel: 0392 22222.

**WELL QUALIFIED** M.A. (Hons.) in French and Spanish. For details, contact the school, 1st Floor, 100, North Street, Exeter, Devon EX1 1AA. Tel: 0392 22222.

### Educational Courses

**DEGREE OF M.Ed.**  
Applications are invited for the post of a TEACHER of English as a Foreign Language. The post is for a full-time position in a school. The school is a voluntary organisation which provides a wide range of services to the community. It is currently seeking applications for a number of posts. For details, contact the school, 1st Floor, 100, North Street, Exeter, Devon EX1 1AA. Tel: 0392 22222.

### NEWCASTLE UPON TYNE

TEACHING ENGLISH as a FOREIGN LANGUAGE

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### HEAD OF EFL RESEARCH & DEVELOPMENT UNIT

The REGENT SCHOOL organization invites applications to fill the post of

#### Head of Research and Development

(based in London or Brighton)

Candidates should hold good postgraduate TEFL qualifications and have had wide experience of both teaching and teacher training. They should have published some original EFL material and be able to develop writing and teacher-training large measure of independence in the work. At the same time he/she should be a good organizer, motivated, enthusiastic, industrious and original.

Director, Regent School, 19-23 Oxford Street, London W1R 0AP.

### Awards and Scholarships

**WEST SUSSEX**  
SOUTHBOURNE JUNIOR SCHOOL  
The Southbourne Junior School is a voluntary organisation which provides a wide range of services to the community. It is currently seeking applications for a number of posts. For details, contact the school, 1st Floor, 100, North Street, Exeter, Devon EX1 1AA. Tel: 0392 22222.

**HERFORDSHIRE**  
QUEENSWOOD SCHOOL  
The Queenswood School is a voluntary organisation which provides a wide range of services to the community. It is currently seeking applications for a number of posts. For details, contact the school, 1st Floor, 100, North Street, Exeter, Devon EX1 1AA. Tel: 0392 22222.

### FOUR-WEEK INTENSIVE COURSES

**AT BROOKSIDE COLLEGE, CAMBRIDGE**  
The Brookside College is a voluntary organisation which provides a wide range of services to the community. It is currently seeking applications for a number of posts. For details, contact the school, 1st Floor, 100, North Street, Exeter, Devon EX1 1AA. Tel: 0392 22222.

**MODERN ENGLISH LITERATURE**  
The Modern English Literature course is a voluntary organisation which provides a wide range of services to the community. It is currently seeking applications for a number of posts. For details, contact the school, 1st Floor, 100, North Street, Exeter, Devon EX1 1AA. Tel: 0392 22222.

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### TEFL COURSES

**TEFL TEACHER TRAINING COURSES**  
The TEFL Teacher Training Course is a voluntary organisation which provides a wide range of services to the community. It is currently seeking applications for a number of posts. For details, contact the school, 1st Floor, 100, North Street, Exeter, Devon EX1 1AA. Tel: 0392 22222.

### CULFORD SCHOOL

#### BURY ST. EDMUNDS, SUFFOLK

#### SCHOLARSHIPS 1979

A limited number of Scholarships will be offered in 1979 valued at 3 of the current tuition fee. Each Scholarship can be supplemented in cases of proven parental need. Candidates must have passed their 13th birthday but not yet reached their 14th by 1st September, 1979.

For full details and Registration Forms write to: Headmaster's Secretary, Culford School, Culford, Bury St. Edmunds, IP28 6TX. Closing date for receipt of applications, 1st December, 1978.

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**GOLDERS GREEN, HAMPSTEAD, HENDON, FINCHLEY, EDWARE**

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